



2000-2001 YEAR-END REPORT
State Department Of Education

***Prevention programs in Idaho...
focus on building the strengths of young people by
establishing a positive learning environment that is
safe, drug and violence free in which youth may
develop to their maximum potential.***

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Executive Summary	

EXECUTIVE SUMMARY

IDAHO STATE DEPARTMENT OF EDUCATION STATE TOBACCO TAX 2000-2001 SAFE AND DRUG-FREE SCHOOLS PREVENTION PROGRAM (SDFS)

The 2000-2001 SDFS prevention program served 1,172,678 participants. Total appropriation was \$4.7 million. Program grants were awarded to 110 districts.

District SDFS programs are based on local needs assessments and, from that information, measurable goals and objectives are developed. Curriculum, activities and services are designed and implemented to meet the goals and objectives that have been established.

Evaluation is critical to assessing progress made toward achieving goals and objectives. The evaluation results are used to improve, and strengthen programs and to further refine goals and objectives.

The SDFS program completed its fourth year of data collection and tracking. Shown below are examples of program success and achievements:

Progress occurring during the period 1997-2001 shows:

- 51% Decrease** in tobacco incidents on school campus and activities
- 7% Decrease** in drug incidents on school campus and activities
- 23% Decrease** in incidents of fights on school campus and activities
- 40% Decrease** of expulsions
- 73% Decrease** of weapons brought on to school grounds

Student Assistance Program (SAP) groups:

Example of results from program evaluation by students:

Support Groups:

- 49%** Helped increase their school attendance
- 47%** Helped to prevent drop out
- 67%** Increased ability to find positive ways to deal with problems
- 51%** Decreased/stopped alcohol/tobacco and other drug use
- 80%** Would recommend support group to a friend
- 61%** Had a positive effect on their attitude toward school

Accountability and effectiveness are key components derived from data collection. Success for future development and implementation direction is driven by the data compiled.

The goal of the SDFS program is to build on the strengths of Idaho students by establishing a positive learning environment that is *safe, drug and violence free* in which youth may develop to their maximum potential.

PROGRAM FOUNDATION

Prevention Strategies:

Researchers have identified several strategies that seem to prevent the involvement of young people in drug use, violence and other harmful behaviors. In implementing prevention efforts for youth, all of these strategies should be incorporated.

- ◆ Provide information
- ◆ Provide life skills training
- ◆ Provide alternative activities
- ◆ Involve the community

Principal Goal

To help ensure that all schools are safe, disciplined and drug-free by promoting the implementation of high quality prevention programs directed toward drug use and violence.

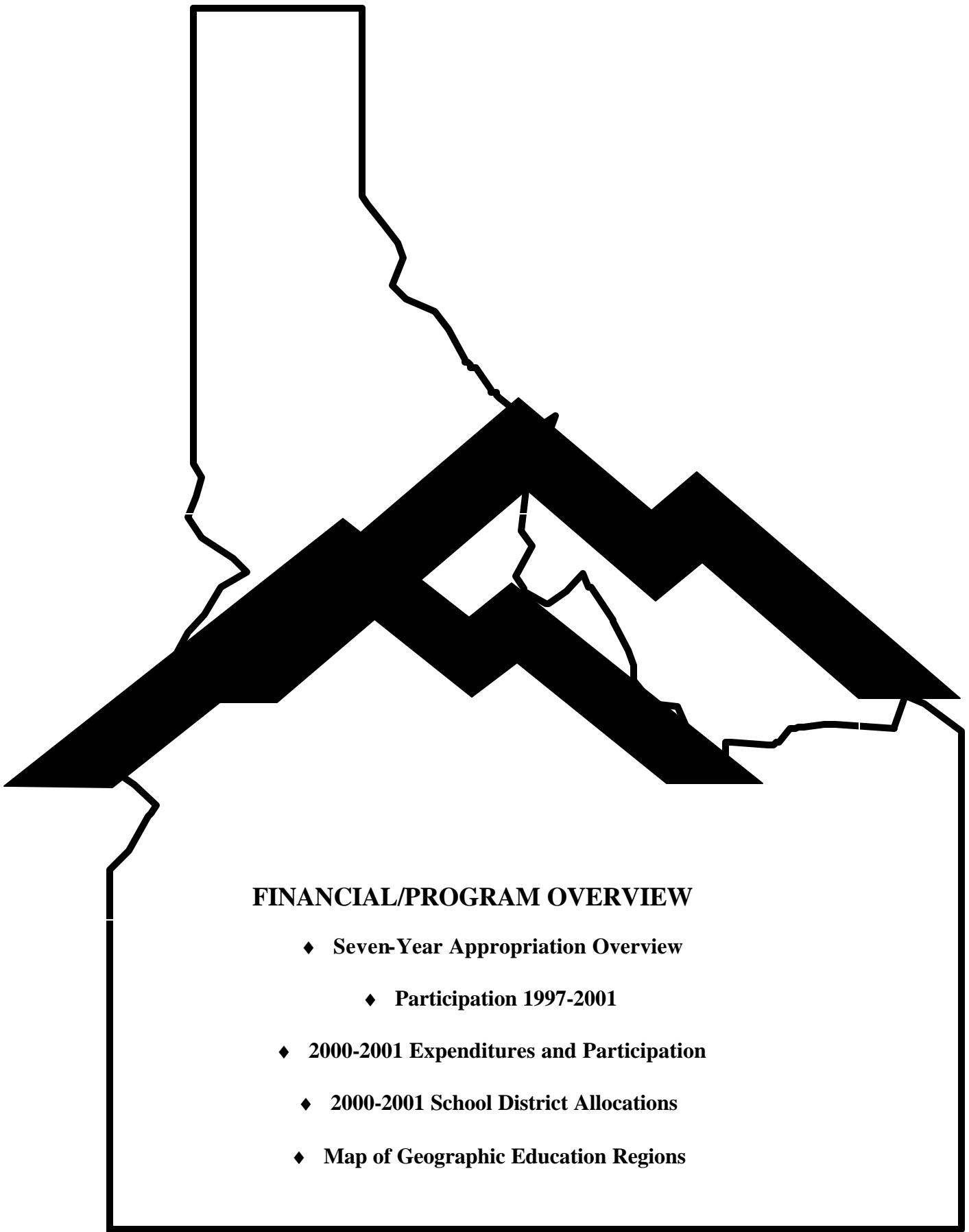
Primary Objectives

- ◆ Develop age appropriate comprehensive drug education and prevention programs involving parents, schools and community.
- ◆ Provide a school environment that is a safe and drug-free place for students to learn and for adults to work.
- ◆ Enhance interwoven prevention and awareness activities that assist in the development of risk/ protective factors, life skills, and build on developmental assets.

COMPREHENSIVE PROGRAMS- School districts are required to use "Principles of Effectiveness" to develop comprehensive substance abuse prevention programs designed to meet the needs of all students. This includes primary, secondary and tertiary prevention programs.

What Comprehensive Primary, Secondary and Tertiary Prevention Programs:

- ◆ Promote Physical and Mental Wellness
- ◆ Promote Resiliency/Social Skills
- ◆ Are Age Appropriate/Culturally Relevant
- ◆ Extend Beyond Day/School Year
- ◆ Involve Families/Community
- ◆ Offer Peer-Delivered Programs
- ◆ Promote Decision Making/Problem Solving
- ◆ Promote Mentoring (Same Age/Cross Age)
- ◆ Establish Student Assistance Programs

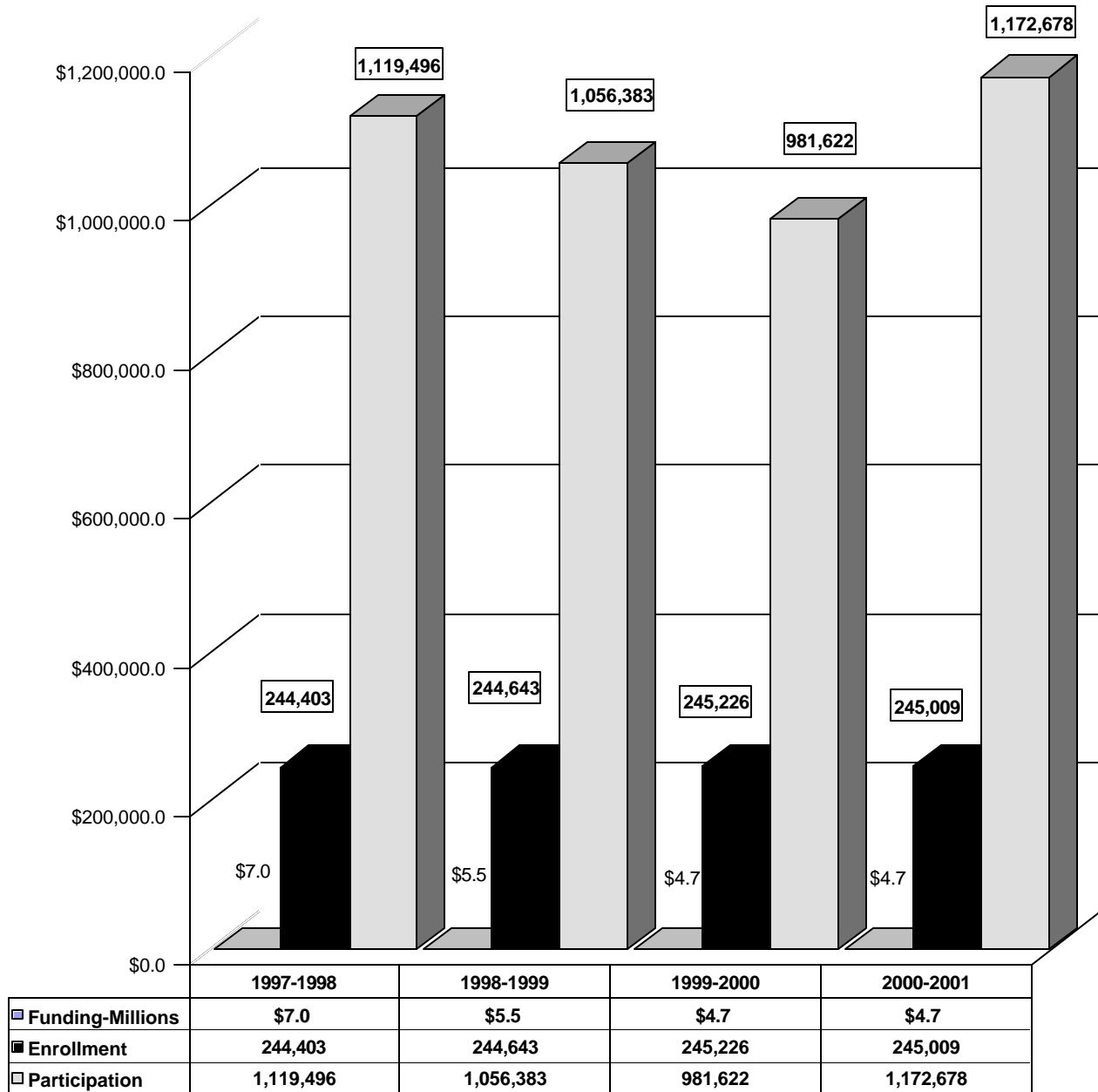


IDAHO PUBLIC SCHOOLS
TOBACCO TAX SEVEN-YEAR APPROPRIATION OVERVIEW – SAFE AND DRUG-FREE SCHOOLS
Fiscal Years 1995-2001

Period	1995	1996	1997	1998	1999	2000	2001
<i>Appropriation</i>	608,523 <i>Emergency Appropriation</i>	6,991,477	7,000,000	7,000,000	5,500,000	5,175,000	4,700,000
Prior Year Carryover	-	6,348,511	4,401,329	2,298,987	693,299	55,623	300,145
Plus Revenue (to 000)							
Interest from Fund Balance	37,616	350,865	192,698	188,563	94,125	52,496	55,526
Income-Tobacco Products	381,801	238,794	244,529	250,907	269,028	273,983	290,201
Income Cigarette Tax	6,537,616	4,454,636	4,460,431	4,454,842	4,313,947	4,355,669	4,167,058
Income-General Fund	-	-	-	500,000	-	200,000	-
Income-Lottery Winnings	-	-	-	-			125,877
	Note 1				Note 2	Note 3	
Total Revenue Available	6,957,033	11,392,806	9,298,987	7,693,299	5,370,399	4,937,771	4,938,807
Expenditures	608,522	6,991,477	7,000,000	7,000,000	5,314,776	4,637,626	4,634,652
Cash on hand at FY End	6,348,511	4,401,329	2,298,987	693,299	55,623	300,145	304,155
Note 1: <i>There was no spending authority authorized for the period</i>							
Note 2: <i>The tax from lottery winnings was not deposited into SDE.</i>							
<i>No Mechanism put into place for transfer of the money from Tax Commission to the SDE</i>							
Note 3: <i>Mechanism to transfer lottery winnings from Tax Commission to SDE effective FY 2001.</i>							

1997-2001 Safe and Drug Free Schools

Funding, Participation, Enrollment



STATE TOBACCO TAX – FY 2001
Safe And Drug-Free Schools Program Expenditures - (K-12 Grades)

Appropriation **\$4,700,000**
Cigarette Tax Revenue \$ 4,500,000
Lottery Tax Revenue \$ 200,000

Flow-through to districts **\$4,120,000**
District Base @ \$1500 per = \$174,000
Flow-through based on average daily attendance
Forensic Lab **\$ 250,000**
Discretionary Grants **\$ 230,000**
Administration* **\$ 100,000**

*School Survey (Grades 6, 8-12),
State Advisory Board,
Technical Assistance, and Training

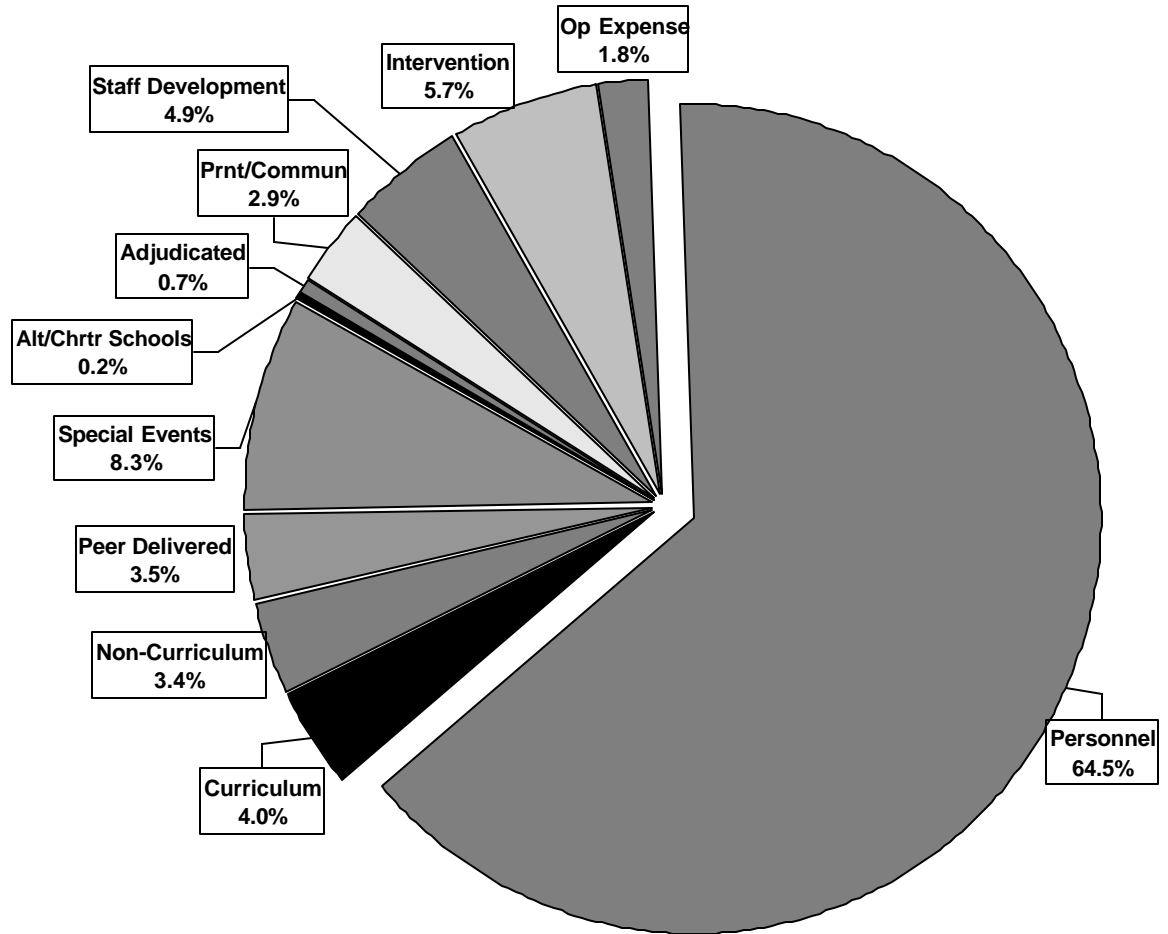
Breakdown of District Flow-Through and Program Expenditures

Program Category	Explanation	Participation	Tobacco Tax State Expenditures
Curriculum	Substance Abuse Prevention programs implemented and taught in classroom during the school day	446,594	\$152,162
Non-Curriculum	Activities during lunch before and after school which emphasize and reinforce substance abuse prevention programs	78,579	129,423
Peer-Delivered	Peer Mediation, Cross-age Teaching, Natural Helpers	119,045	132,856
Special Events	Assemblies, special Speakers/Presentations, Red Ribbon Week	330,295	315,125
Alternative/Charter Schools	Programs established in alternative school teaching environment, charter schools	6,306	8,186
Adjudicated (Programs servicing youth in/from Juvenile Corrections)	Prevention programs such as "The Parent Project"	2,414	27,134
Parents/Communities	Parenting programs for parents and community members	71,817	107,513
Volunteers	Costs associated with prevention volunteer activities Volunteer Hours = 210,240	31,156	1,383
Staff Development	Workshops, Seminars, Prevention Education Training	7,849	187,086
Operating Expense	Materials, Supplies, Mailing, Printing, Drug Test Kits	n/a	69,448
Intervention	Student Assistance Programs (SAP) – Contracted services, counseling, support groups, assessments - tobacco/drug/alcohol	78,623	218,451
Personnel	Educators/staff involved in implementing prevention programs	379.36 <i>Number of Personnel who provide Prevention Programs.</i>	2,453,958

Total Program Participation = 1,172,678
(Does not include Prevention Program Personnel – 379.36)

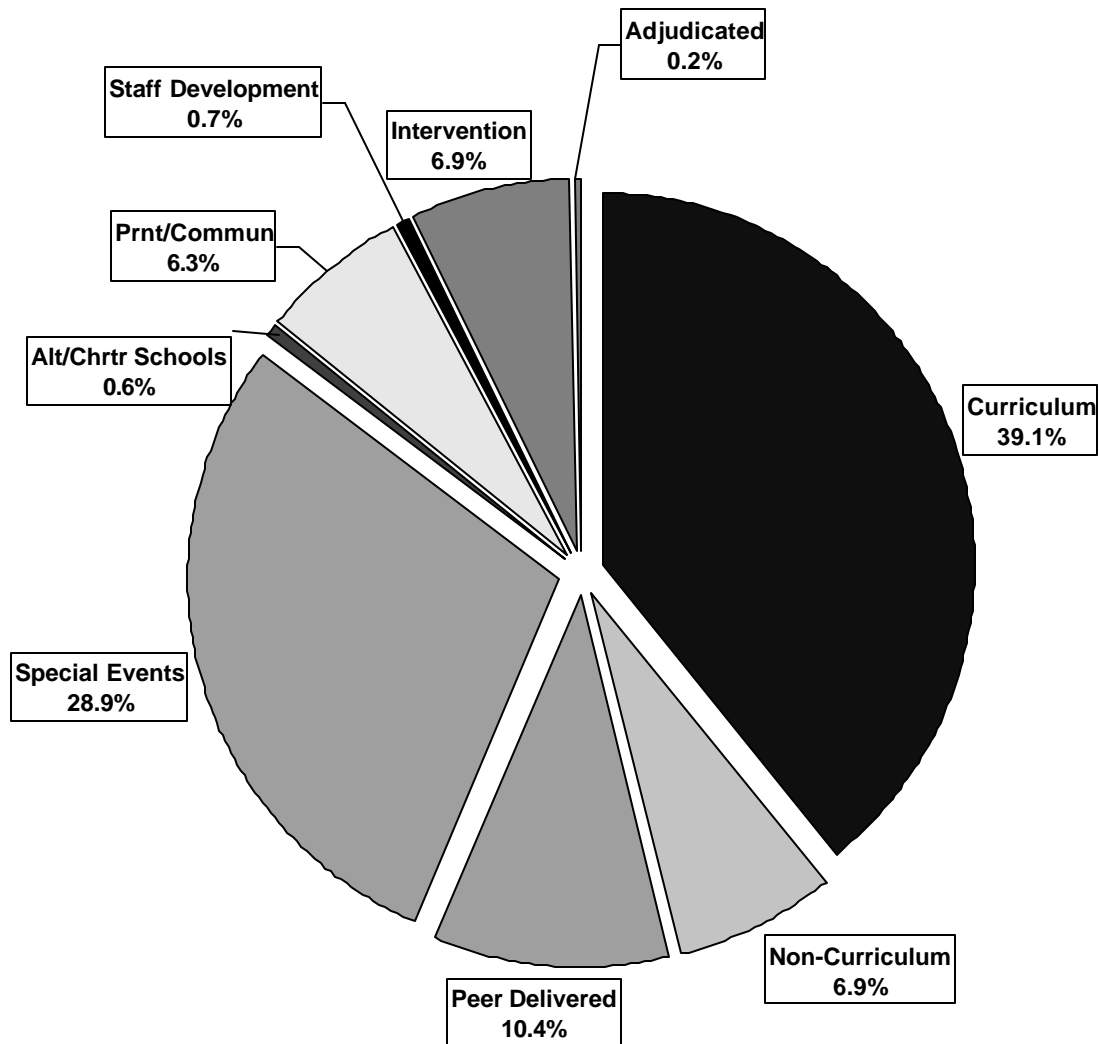
(Total Public School Enrollment = 245,009)

**2000-2001 - StateTobacco Fund
Flow-Through Expenditures**



Curriculum	152,162
Non-Curriculum	129,423
Peer Delivered	132,856
Special Events	315,125
Alt/Chrtr Schools	8,186
Adjudicated	27,134
Prnt/Commun/Volunt	108,895
Staff Development	187,086
Intervention	218,451
Op Expense	69,448
Personnel	2,453,958
TOTAL	\$3,802,725

**2000-2001 Safe and Drug Free Schools
Flow-Through Participation - Tobacco Fund Programs**



Curriculum	446,594
Non-Curriculum	78,579
Peer-Delivered	119,045
Special Events	330,295
Alt/Charter Schools	6,306
Parent/Community	71,817
Staff Development	7,849
Intervention	78,623
Adjudicated	2,414
Volunteers	31,156
Total	1,172,678

(Does not include Program Prevention Personnel - 379.36)

2000-2001 REGIONAL SCHOOL DISTRICT ALLOCATIONS

Region I	Amount	Region III	Amount	Region IV	Amount	Region V	Amount	Region VI	Amount
Avery 394	1,972	Basin 72	8,993	Blaine 61	47,218	Aberdeen 58	16,890	Blackfoot 55	71,490
Lake Pend Oreille 84	67,379	Boise 01	433,299	Bliss 234	4,234	American Falls 381	28,463	Bonneville 93	127,544
W Bonner 83	27,631	Bruneau/GrdView 365	10,796	Buhl 412	24,755	<i>Arbon Elem* 383</i>	1,800	Butte 111	11,613
Boundary 101	27,722	Caldwell 132	86,985	Camas 121	4,647	Bear Lake 33	28,432	Challis 181	11,674
Coeur d'Alene 271	147,557	Cambridge 432	5,818	Cassia 151	86,206	Grace 148	11,280	Clark County 161	4,981
Kellogg 391	25,224	Cascade 422	7,928	Castleford 417	7,402	Marsh Valley 21	27,298	Firth 059	17,894
Kootenai 274	6,075	Council 13	8,081	Dietrich 314	4,758	North Gem 149	4,722	Fremont County 215	43,671
Lakeland 272	67,290	Emmett 221	49,274	Filer 413	23,827	Oneida 351	18,202	Idaho Falls 091	175,169
Mullan 392	4,594	Fruitland 373	23,939	Glenns Ferry 192	11,717	Pocatello 25	209,458	Jefferson Cnty 251	66,926
Plum/Worley 44	9,757	Garden Valley 71	6,988	Gooding 231	22,753	Preston 201	40,359	Mackay 182	6,048
Post Falls 273	68,562	Homedale 370	21,825	Hagerman 233	8,018	Rockland 382	4,473	Madison 321	68,977
Saint Maries 41	21,902	Horseshoe Bend 73	6,433	Hansen 415	7,564	Snake River 52	38,107	Ririe 252	13,709
Wallace 393	13,382	Kuna 03	44,945	Jerome 261	50,632	Soda Springs 150	20,673	South Lemhi 292	4,150
Total	\$489,047	Marsing 363	12,445	Kimberly 414	22,183	West Side 202	11,378	Salmon 291	22,632
Region II		McCall-Donnelly 421	18,664	MinidokaCnty 331	79,048			Shelley 060	36,052
Cottonwood 242	9,734	Meadows Valley 11	4,853	Murtaugh 418	6,122			Sugar-Salem 322	24,334
Culdesac 342	5,391	Melba 136	12,531	Richfield 316	4,665			Swan Valley 092	2,627
Genessee282	6,697	Meridian 02	359,963	Shoshone 312	8,600			Teton County 401	22,144
Grangeville 241	31,278	Middleton 134	35,016	<i>Three Creek * 416</i>	1,629			W Jefferson 253	13,159
Highland 305	5,889	Midvale 433	3,367	Twin Falls 411	118,160			Youth Serv Center	4,805
Kamiah 304	11,646	Mount Home 193	74,774	Valley 262	12,950				
Kendrick 283	7,450	Nampa 131	158,797	Wendell 232	19,231				
Lapwai 341	9,602	New Plymouth 372	17,684	State S Deaf/Blind	3,880				
Lewiston 340	85,105	Notus 135	7,078						
Moscow 281	43,408	Parma 137	17,975						
NezPerce 302	5,305	Payette 371	33,099						
Orofino 171	26,890	Prairie 191	1,622						
Potlatch 285	11,442	<i>Pleasant Valley* 364</i>	1,999						
Whitepine 286	12,157	Vallivue 139	54,209						
		Weiser 431	28,279						
Total	271,994	Wilder 133	9,967						
Total	\$761,041	Total	1,567,626	Total	\$580,199	Total	461,535	Total	\$749,599
Total Allocations									
<i>*Schools which did not apply for funds =</i>			\$5,428					Total Allocations	\$4,120,000

REGIONAL CLASSIFICATION AND NUMBERS

SCHOOL DISTRICTS ARE FURTHER CLASSIFIED AS BELONGING TO ONE OF SIX GEOGRAPHICAL REGIONS IN THE STATE
THESE REGIONS FOLLOW SCHOOL DISTRICT BOUNDARIES AS OPPOSED TO COUNTY BOUNDARY LINES.

REGION I (13 Districts)

041 St. Maries
044 Plummer/Worley
083 West Bonner County
084 Lake Pend Oreille
101 Boundary County
271 Coeur d'Alene
272 Lakeland
273 Post Falls
274 Kootenai
391 Kellogg
392 Mullan
393 Wallace
394 Avery

REGION II (14 Districts)

171 Orofino
241 Grangeville
242 Cottonwood
281 Moscow

282 Genesee
283 Kendrick
285 Potlatch
286 Whitepine
302 Nezperce
304 Kamiah
305 Highland
340 Lewiston
341 Lapwai
342 Culdesac

REGION III (31 Districts)

001 Boise	191 Prairie Elementary
002 Meridian	193 Mountain Home
003 Kuna	221 Emmett
011 Meadows Valley	363 Marsing
013 Council	364 Pleasant Valley
071 Garden Valley	365 Bruneau-Grand View
072 Basin	370 Homedale
073 Horseshoe Bend	371 Payette
131 Nampa	372 New Plymouth
132 Caldwell	373 Fruitland
133 Wilder	421 McCall-donnelly
134 Middleton	422 Cascade
135 Notus	431 Weiser
136 Melba	432 Cambridge
137 Parma	433 Midvale
139 Vallivue	

REGION IV (22 Districts)

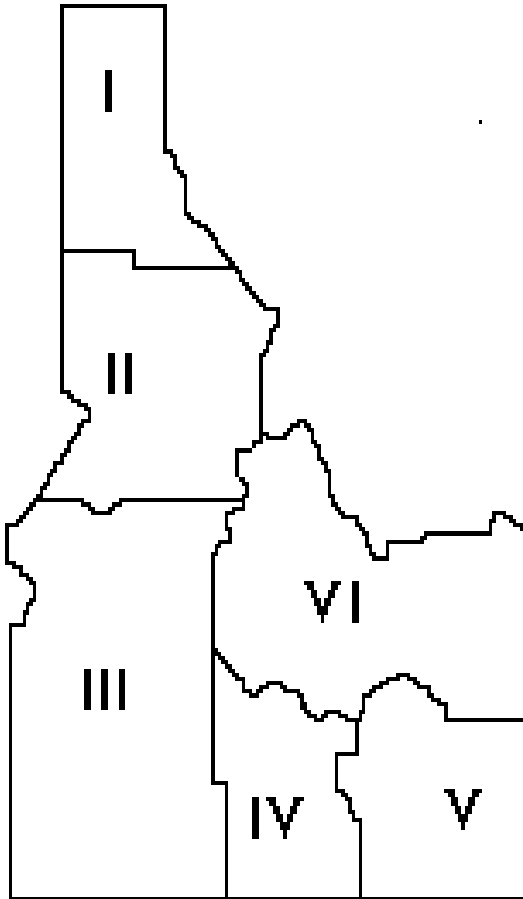
061 Blaine County
121 Camas County
151 Cassia County
192 Glenns Ferry
231 Gooding
232 Wendell
233 Hagerman
234 Bliss
261 Jerome
262 Valley
312 Shoshone
314 Dietrich
316 Richfield
331 Minidoka County
411 Twin Falls
412 Buhl
413 Filer
414 Kimberly
415 Hansen
416 Three Creek
417 Castleford
418 Murtaugh
SSDeaf/Blind

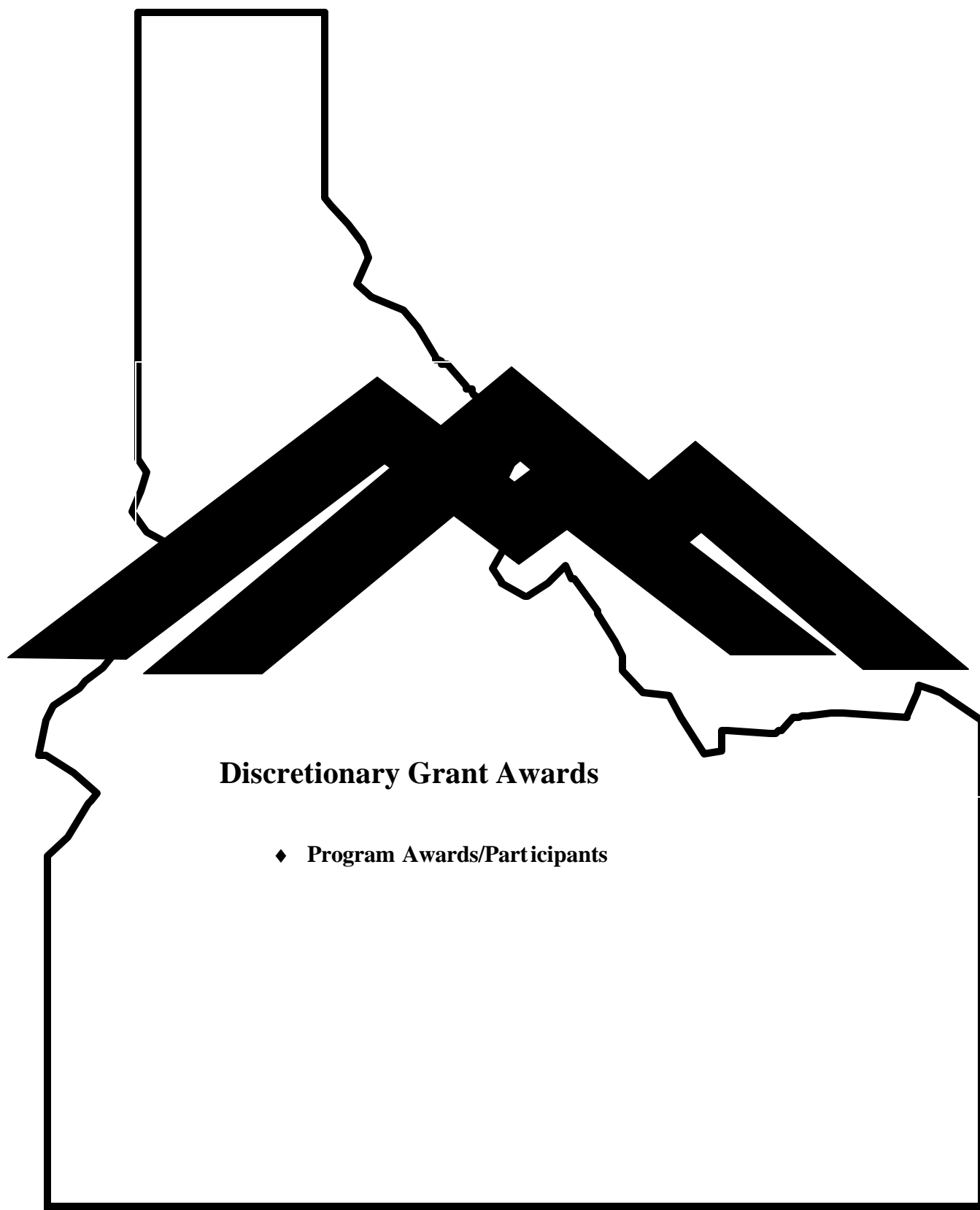
REGION V (14 Districts)

021 Marsh Valley
025 Pocatello
033 Bear Lake
052 Snake River
058 Aberdeen
148 Grace
149 North Gem
150 Soda Springs
201 Preston
202 West Side
351 Oneida
381 American Falls
382 Rockland
383 Arbon Elementary

REGION VI (19 Districts)

055 Blackfoot
059 Firth
060 Shelley
091 Idaho Falls
092 Swan Valley
093 Bonneville
111 Butte County
161 Clark County
181 Challis
182 Mackay
215 Fremont County
251 Jefferson County
252 Ririe
253 West Jefferson
291 Salmon
292 South Lemhi
321 Madison
322 Sugar-Salem
401 Teton
JC Youth Service Cntr



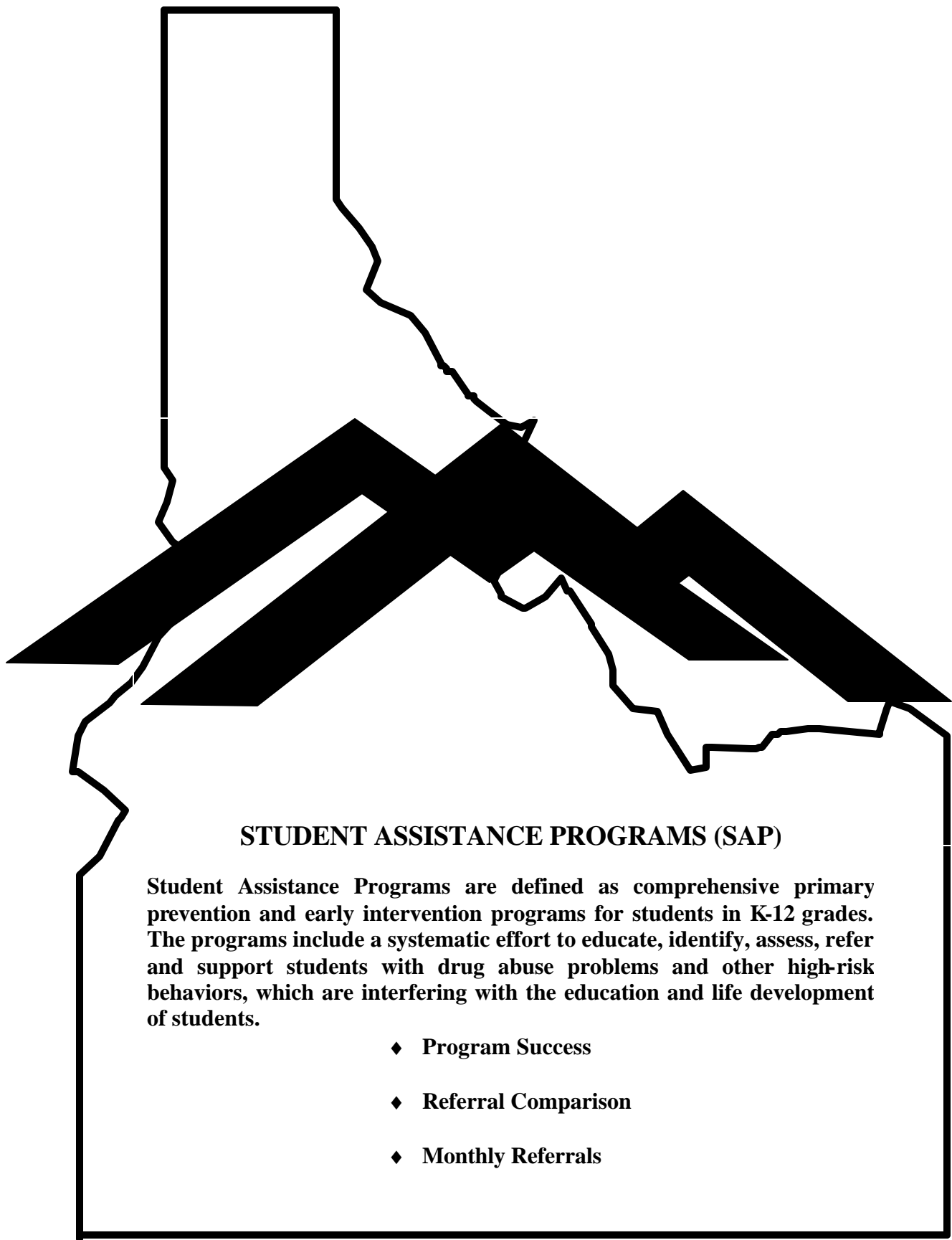


**2000-2001 State Tobacco Tax
Discretionary Program Grants and Descriptions**

Grant Awards Total \$230,000

Total Participation = 7,817

Grantee	Description of Program
Chemical Awareness Training Inc. (CATI) (Fourth year of SAP statewide training) \$90,000	<ul style="list-style-type: none"> ◆ Student Assistance Programs (SAP) – Comprehensive primary prevention and early intervention program for students in K-12 grades. Includes a systematic effort to educate, identify, assess, refer and support students exhibiting high risk behaviors, which are interfering with a student's education and life development. ◆ Bullies and Victims (K-12) A comprehensive program to prevent peer abuse in the school and community. Workshop topics: Scope of the problem, understanding the dimensions of bullying—who are the bullies, bully tactics, who are the victims, how do bystanders contribute to the problem, intervention strategies, implementing a comprehensive school/community program, working with parents, and classroom strategies. ◆ Crisis Response Group Facilitator Training – Participants are given specific group skills, formats and activities to follow during a school crisis.
Youth Empowering Systems (YES) \$60,000	<ul style="list-style-type: none"> ◆ Building Respectful Schools and Classrooms – topics of study <ul style="list-style-type: none"> ○ what it means to establish a respectful school climate ○ how teachers and administrators can personally reinforce principles of basic human respect ○ the role of emotional intelligence in creating a climate of respect. ◆ Reviving the Wonder – Input on how boys and girls can learn to define themselves – maintaining natural confidence, authenticity and spontaneity. ◆ Building Rapport with High Risk Youth ◆ Aggression Replacement -- how youth may gain new insights into magnitude and impact to violence and learn practice solutions for improving anger management. <p>All programs highlight the importance of caring relationships, meaningful participation, personal effectiveness, social competence and community involvement to help youth assure successful adulthood.</p>
Idaho Commission on Hispanic Affairs (IHC) \$80,000	<p>This is a stand alone program legislatively funded through revenue from tobacco products to discourage Idaho's Hispanic Youth from the habitual use of Tobacco, Alcohol and other Substance Abuse. Some of the sponsored activities include:</p> <ul style="list-style-type: none"> ◆ Young Readers Program ◆ Mexican Studies Conference ◆ El Dia de los Ninos – promotes literacy and library services and bilingual education ◆ Hispanic Youth Conference – “Journey to Success” ◆ “Sparking the Connections” – statewide conference



STUDENT ASSISTANCE PROGRAMS (SAP)

Student Assistance Programs are defined as comprehensive primary prevention and early intervention programs for students in K-12 grades. The programs include a systematic effort to educate, identify, assess, refer and support students with drug abuse problems and other high-risk behaviors, which are interfering with the education and life development of students.

- ◆ Program Success**
- ◆ Referral Comparison**
- ◆ Monthly Referrals**

IDAHO STUDENT ASSISTANCE PROGRAM (SAP)

“MAKING A DIFFERENCE”

PROGRAM SUCCESS:

2000-2001

Sample student group participant evaluation survey results:

49% Increased school attendance

47% Helped prevent dropout

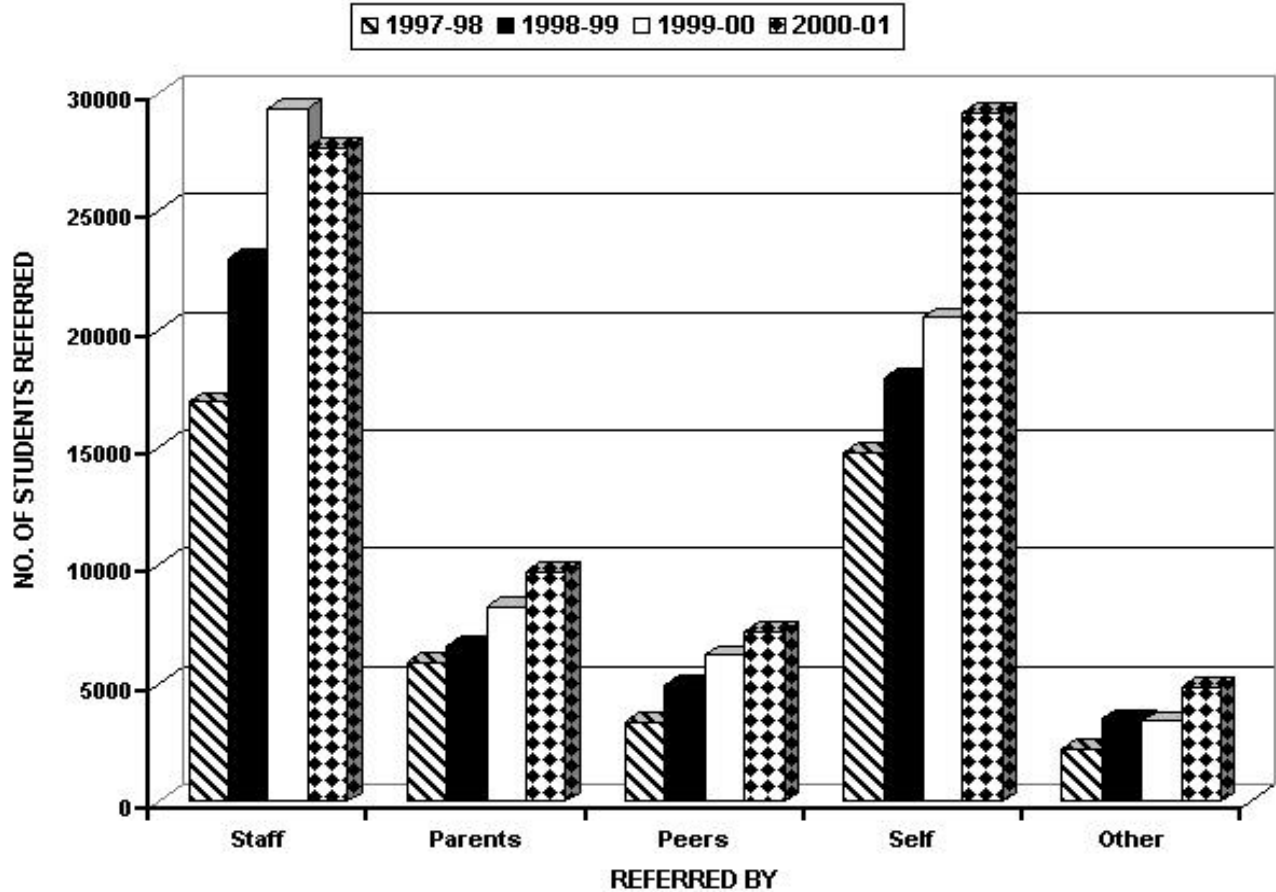
**67% Increased ability to find positive ways to deal
with problems**

**51% Decreased/stopped alcohol, tobacco and
other drug use**

80% Would recommend support group to a friend

61% Positive effect on their attitude toward school

1997-2001 IDAHO STUDENT ASSISTANCE REFERRAL COMPARISONS



	1997-98	1998-99	1999-00	2000-01
Staff	16911	23004	29346	27677
Parents	5881	6571	8214	9694
Peers	3368	4939	6201	7224
Self	14752	17930	20491	29169
Other	2238	3483	3401	4859
TOTALS	43150	55927	67653	78623

Reasons for referral may vary and usually include:

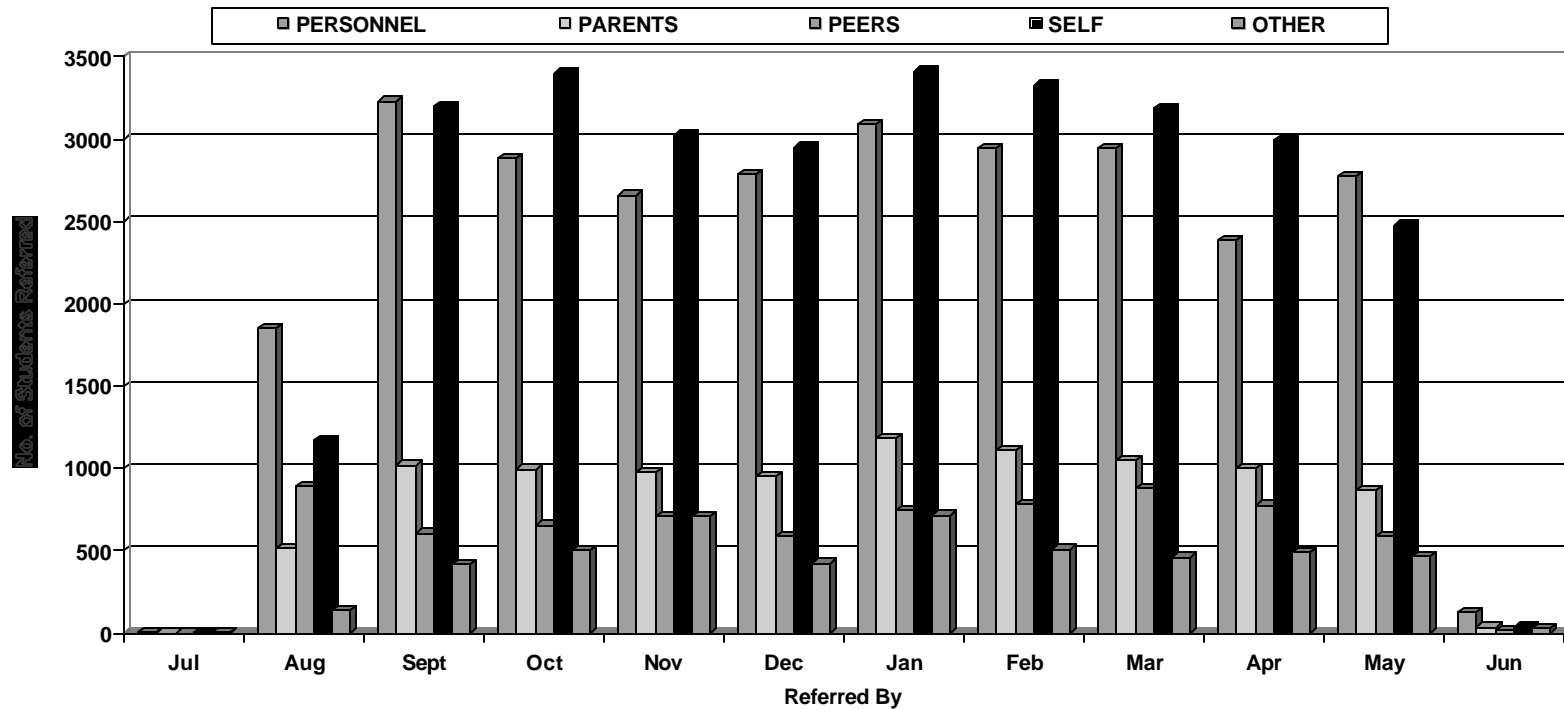
Suspected use/abuse of illegal substances, changes in behavior, appearance or groups of friends, a drop in academic achievement or an increase in absences from school.

Teams review every referral. Each case is given individual attention as members look for the "next logical intervention" in helping students toward success in school.

Intervention activities commonly employed include referrals to in-school groups, referrals to INSIGHT groups, mentorships involving interested non-team staff members, conferences with parents, referrals to community agencies, and referrals for drug/alcohol assessment.

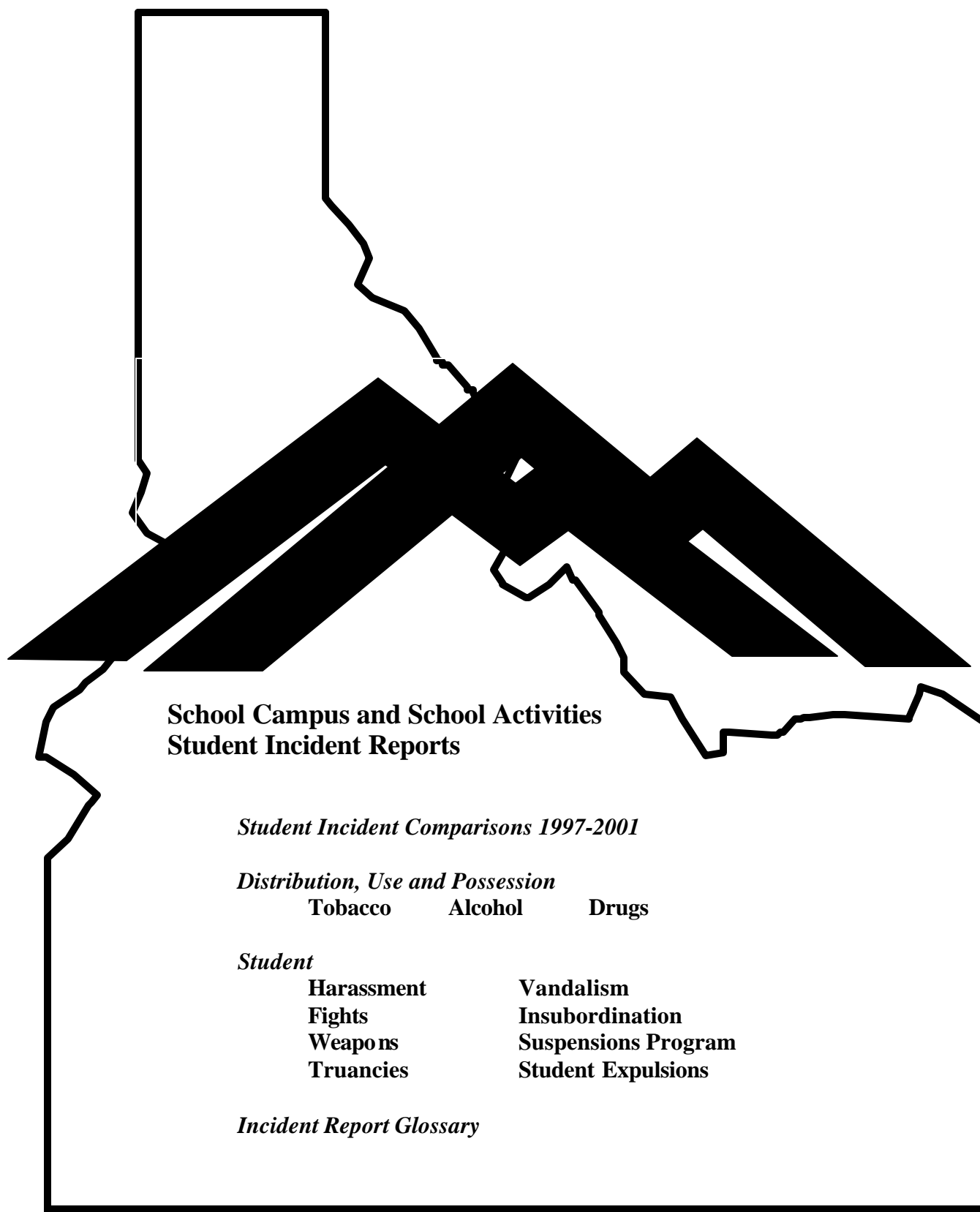
Referralchart 2002

2000-2001 IDAHO STUDENT ASSISTANCE REFERRALS



	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Totals
PERSONNEL	7	1852	3231	2885	2657	2786	3086	2943	2946	2383	2774	127	27677
PARENTS	0	516	1019	993	978	951	1179	1107	1046	1003	869	33	9694
PEERS	0	889	605	654	705	587	747	781	879	774	590	13	7224
SELF	1	1167	3200	3399	3023	2950	3412	3326	3183	2994	2478	36	29169
OTHER	3	141	416	501	704	425	714	510	462	490	464	29	4859
TOTALS	11	4565	8471	8432	8067	7699	9138	8667	8516	7644	7175	238	78623

Referral Groups: Intervention; persons/children of substance abusers; children of divorce; users; eating disorder; no-use; new students; teen parents; self-esteem; cultural transition; general concern/personal growth; anger; communication; relationships; recovery/sobriety; transition (moving, drop-outs; blended families; physically and sexually abused; co-dependent; relationships; and school leadership.



**School Campus and School Activities
Student Incident Reports**

Student Incident Comparisons 1997-2001

Distribution, Use and Possession

Tobacco Alcohol Drugs

Student

Harassment

Vandalism

Fights

Insubordination

Weapons

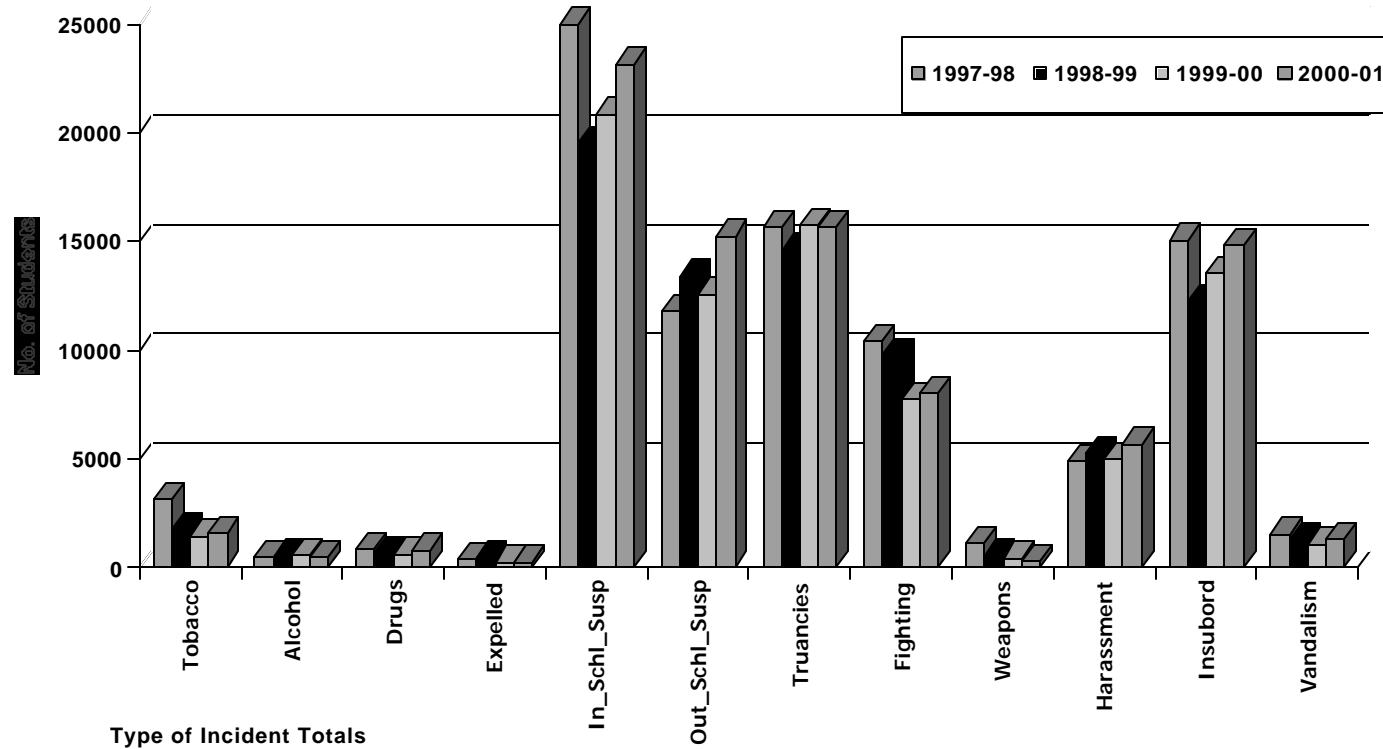
Suspensions Program

Truancies

Student Expulsions

Incident Report Glossary

School Campus and School Activities Incident Report Comparison For 1997-98, 1998-99, 1999-00, 2000-01

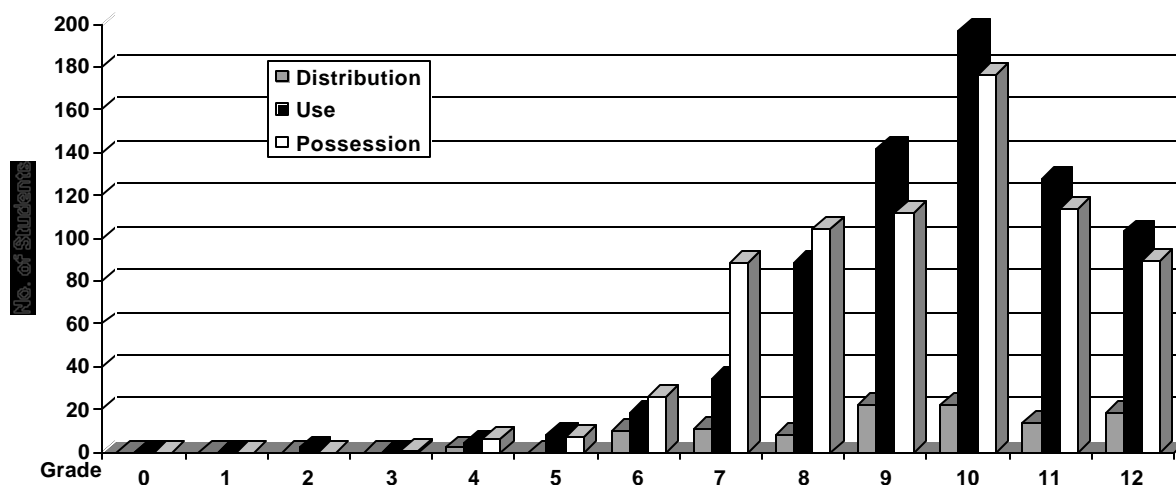


Year	Tobacco	Alcohol	Drugs	Expelled	In_Schl_Susp	Out_Schl_Susp	Truancies	Fighting	Weapons	Harassment	Insubord	Vandalism	Enrollment
1997-98	3151	458	848	406	24972	11764	15670	10400	1132	4900	15039	1528	244403
1998-99	1771	526	665	435	19494	13408	14590	9750	500	5248	12225	1297	244643
1999-00	1441	553	608	269	20846	12584	15729	7717	444	4968	13541	1063	245226
2000-01	1554	481	788	245	23162	15245	15684	8029	311	5656	14833	1299	245009

With the "no tolerance" rule on weapons, other items are being classified as weapons. (See Weapons chart.)

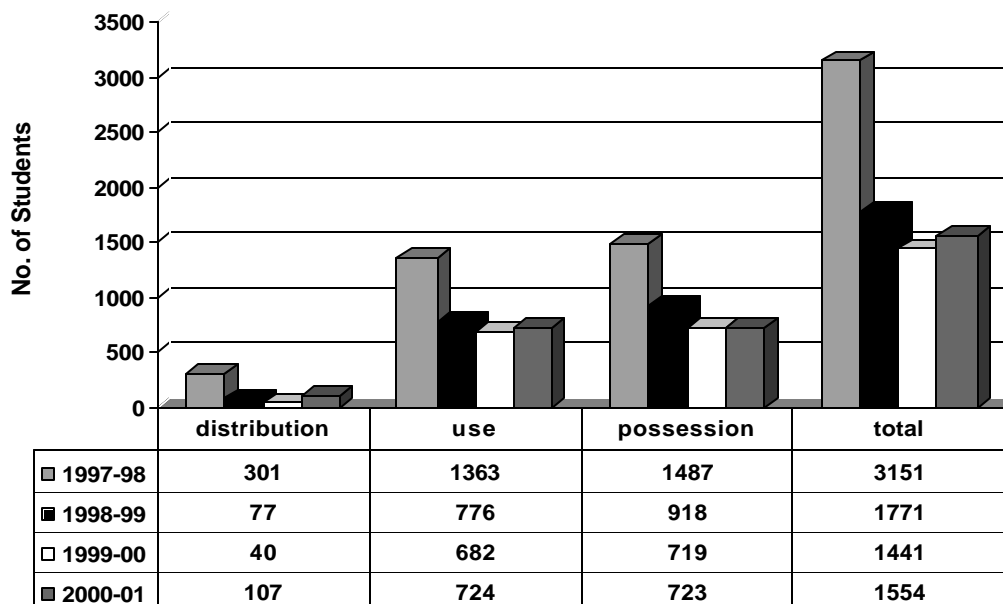
The number of incidents are shown for fighting, harassment, insubordination and vandalism. (See following charts for totals of individuals involved.)

School Campus and School Activities 2000-2001 Student Tobacco Distribution, Use, and Possession

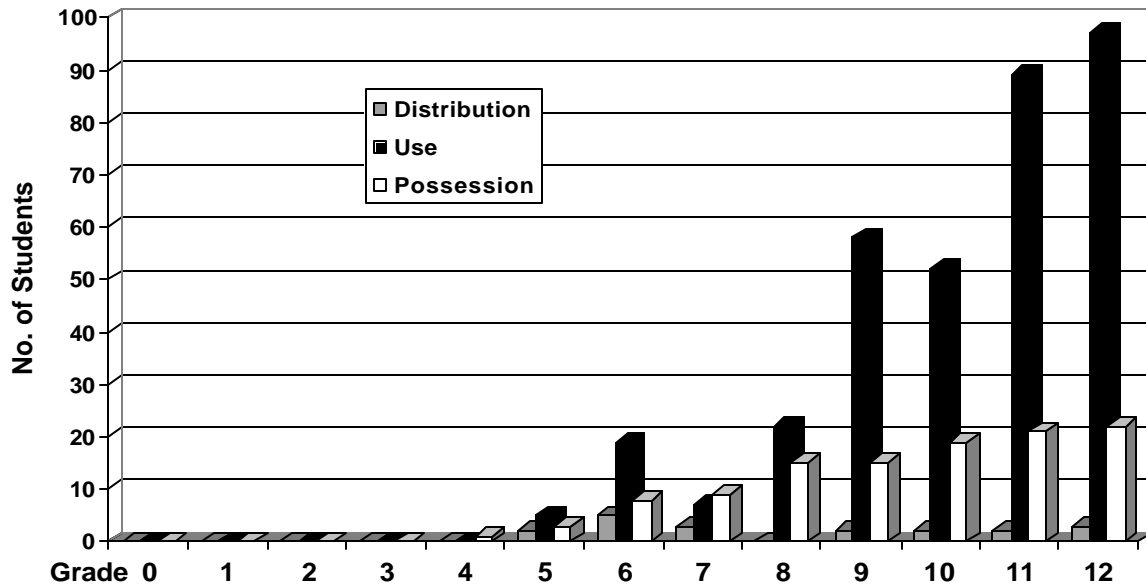


Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Distribution	0	0	0	0	2	0	10	11	8	22	22	14	18	107
Use	0	0	2	0	4	8	18	34	88	142	197	128	103	724
Possession	0	0	0	1	6	7	26	88	104	112	176	114	89	723
Totals	0	0	2	1	12	15	54	133	200	276	395	256	210	1554

1997-2001 Tobacco Incident Comparisons for School Campus and School Activities

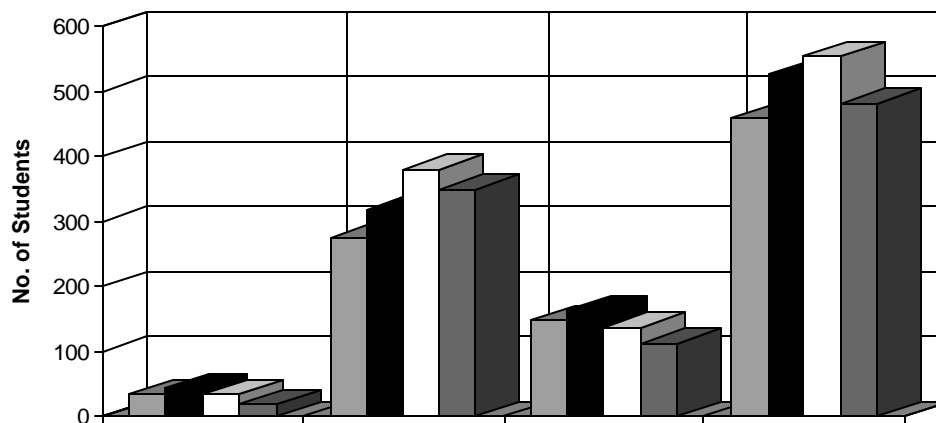


School Campus and School Activities 2000-2001 Student Alcohol Distribution, Use & Possession



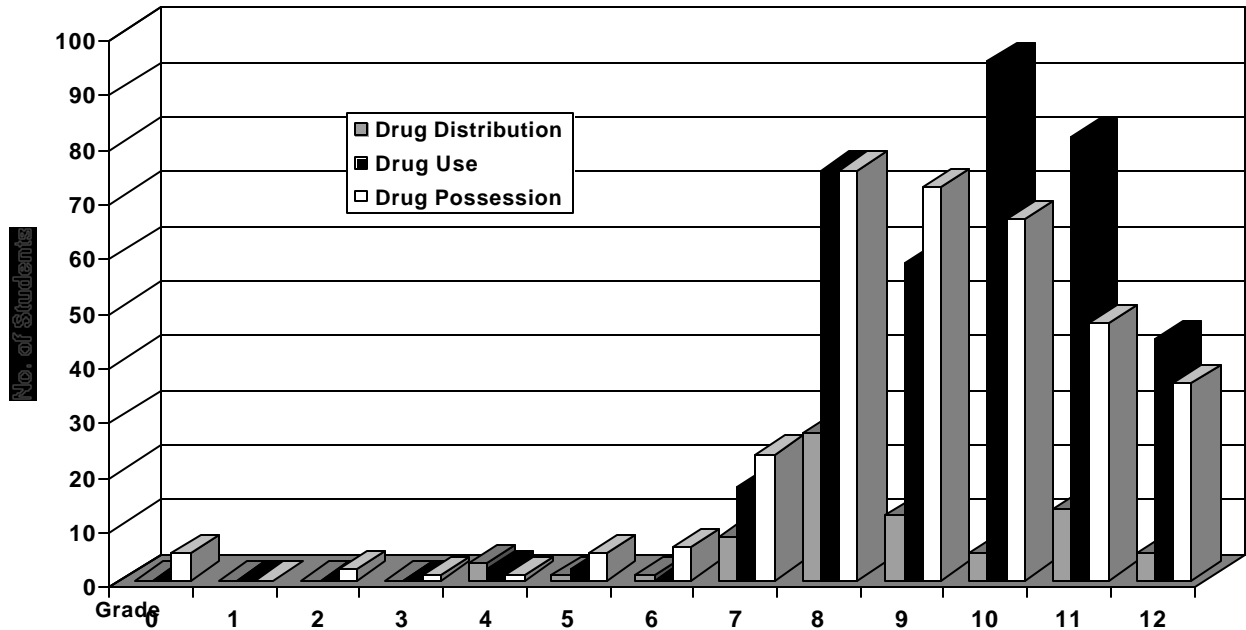
Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Distribution	0	0	0	0	0	2	5	3	0	2	2	2	3	19
Use	0	0	0	0	0	5	19	7	22	58	52	89	97	349
Possession	0	0	0	0	1	3	8	9	15	15	19	21	22	113
Totals	0	0	0	0	1	10	32	19	37	75	73	112	122	481

School Campus and School Activities for 1997-2001 Alcohol Incident Comparisons



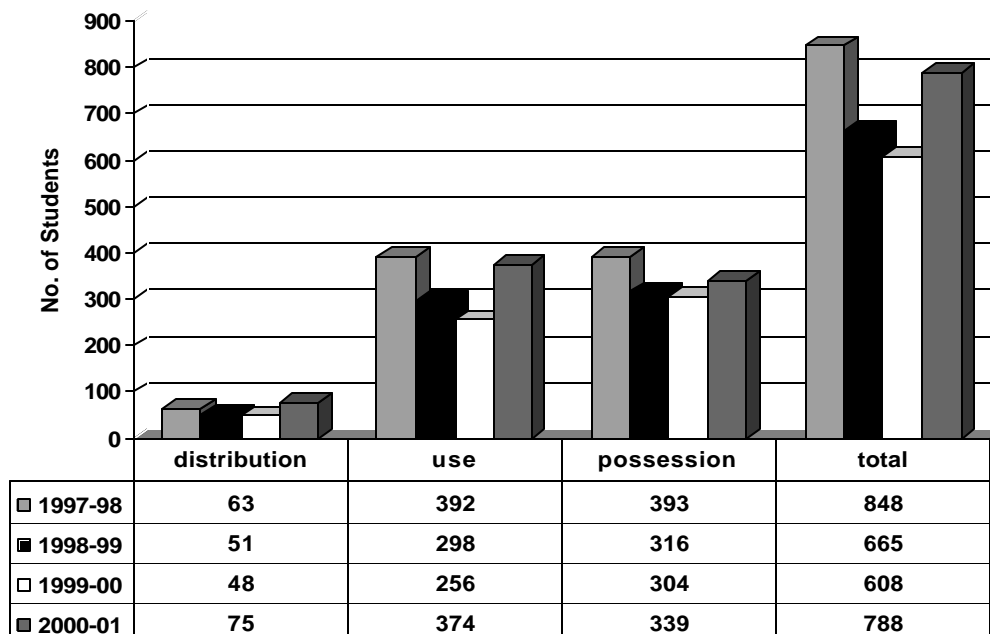
	distribution	use	possession	total
1997-98	35	275	148	458
1998-99	44	319	163	526
1999-00	35	380	138	553
2000-01	19	349	113	481

School Campus and School Activities 2000-2001 Student Drug Distribution, Use & Possession

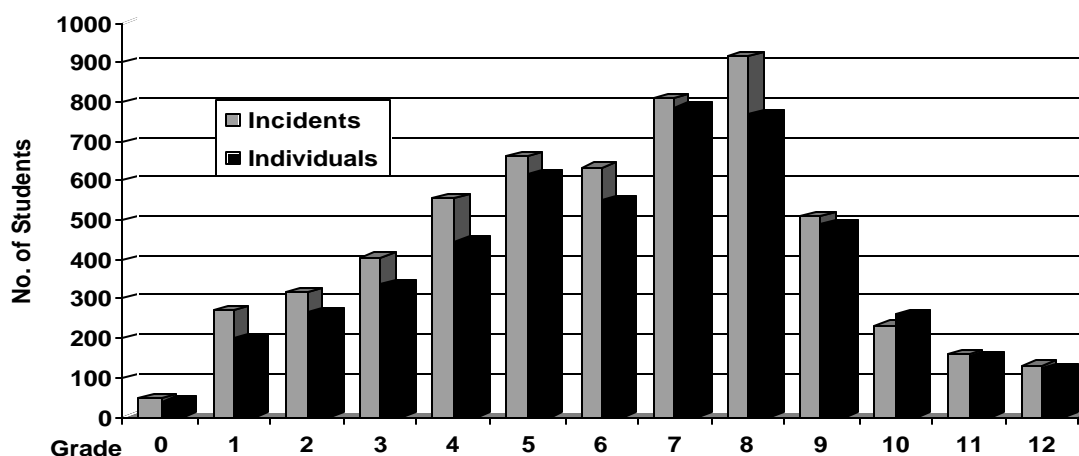


Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Distribution	0	0	0	0	3	1	1	8	27	12	5	13	5	75
Use	0	0	0	0	2	2	0	17	75	58	95	81	44	374
Possession	5	0	2	1	1	5	6	23	75	72	66	47	36	339
Totals	5	0	2	1	6	8	7	48	177	142	166	141	85	788

1997-2001 Drug Incident Comparison for School Campus and School Activities

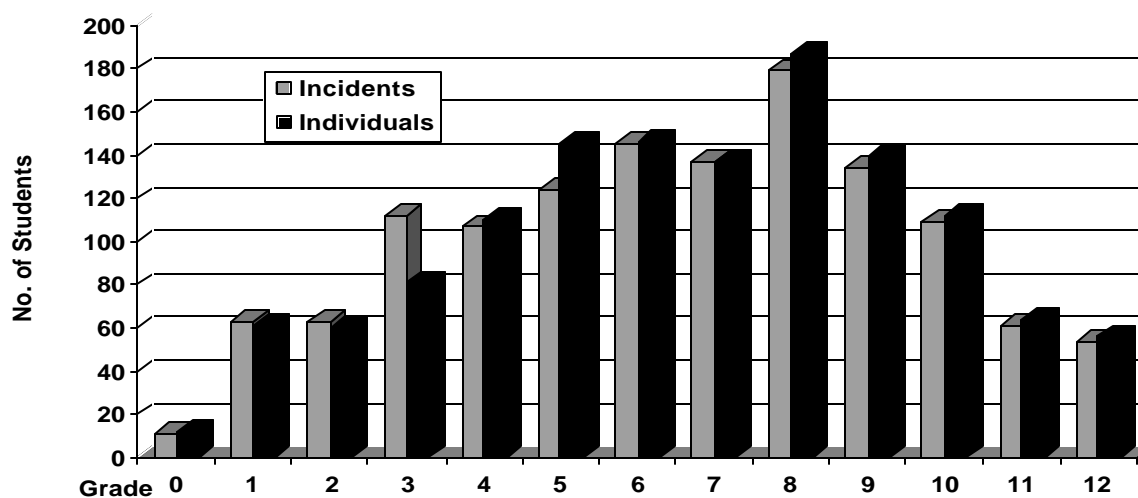


School Campus and School Activities 2000-2001 Student Harassment - Individuals/Incidents



Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Incidents	46	271	318	406	554	662	635	810	918	511	233	160	132	5656
Individuals	40	201	268	338	447	618	552	787	770	488	263	155	123	5050

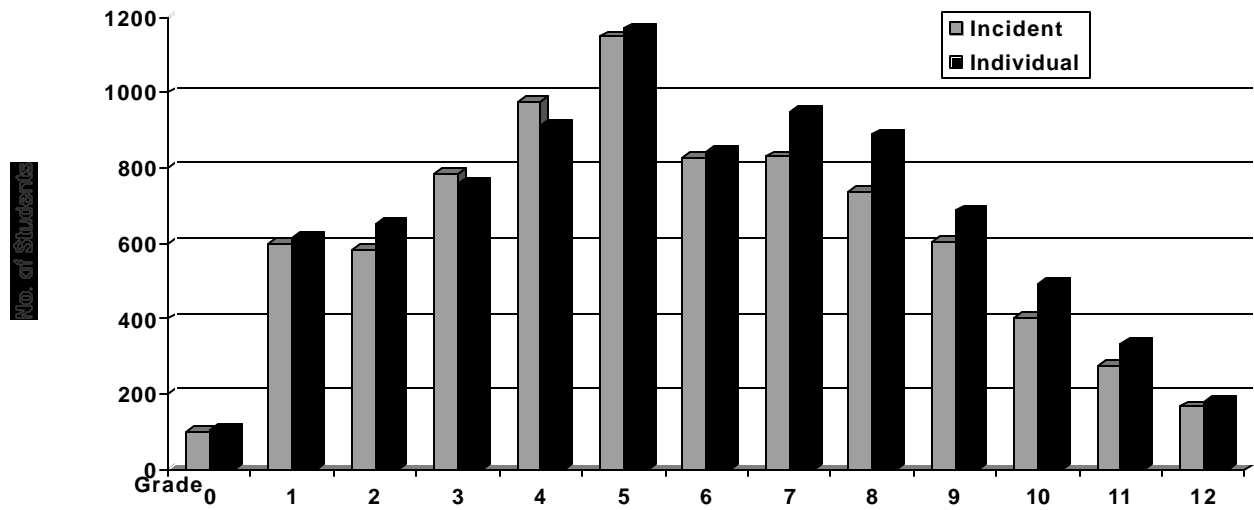
School Campus and School Activities 2000-2001 Student Vandalism - Individuals/Incidents



Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Incidents	11	63	63	112	107	124	145	137	179	134	109	61	54	1299
Individuals	12	61	60	81	110	145	146	137	187	140	112	64	56	1311

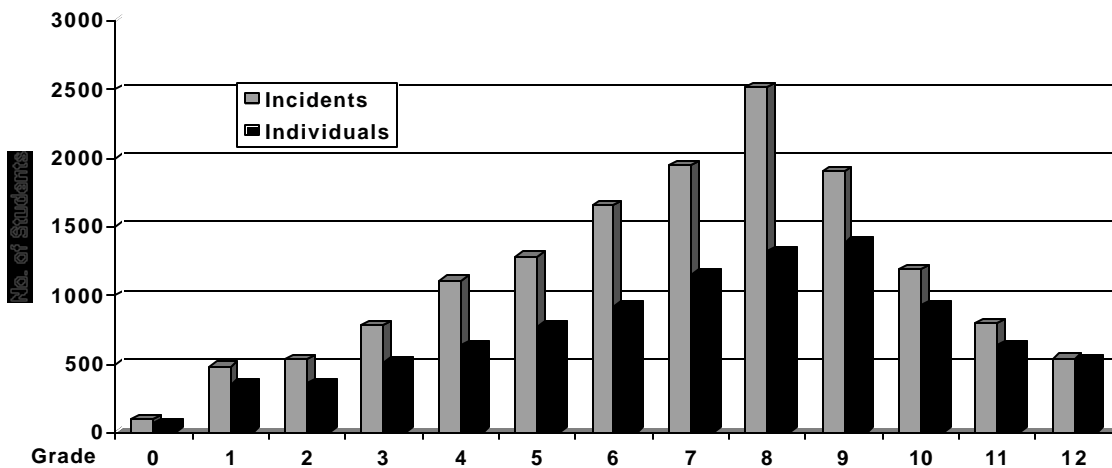
All incidents are recorded/counted. Individuals are counted only once even if they are involved in multiple incidents.

School Campus and School Activities 2000-2001 Student Fights - Incidents/Individuals



Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Incidents	101	597	584	785	974	1148	825	830	738	602	402	276	167	8029
Individuals	103	616	650	759	912	1169	844	951	888	686	491	332	181	8582

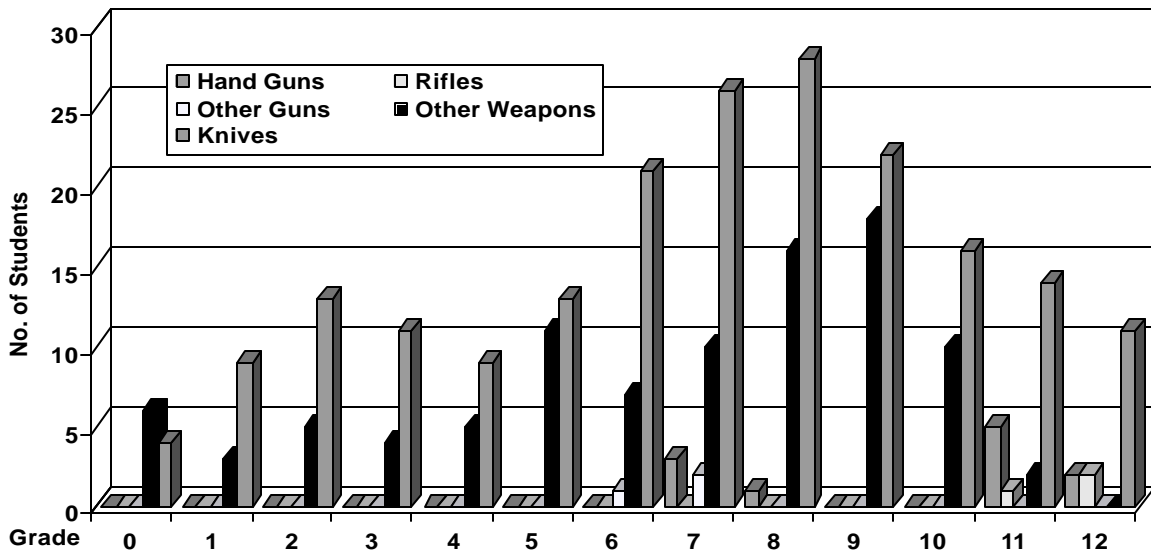
School Campus and School Activities 2000-2001 Student Insubordination-Incidents/Individuals



Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Incidents	94	483	534	778	1106	1287	1658	1945	2515	1906	1191	795	541	14833
Individuals	70	350	359	511	635	771	917	1151	1322	1385	928	634	525	9558

All incidents are recorded/counted. Individuals are counted only once even if they are involved in multiple incidents.

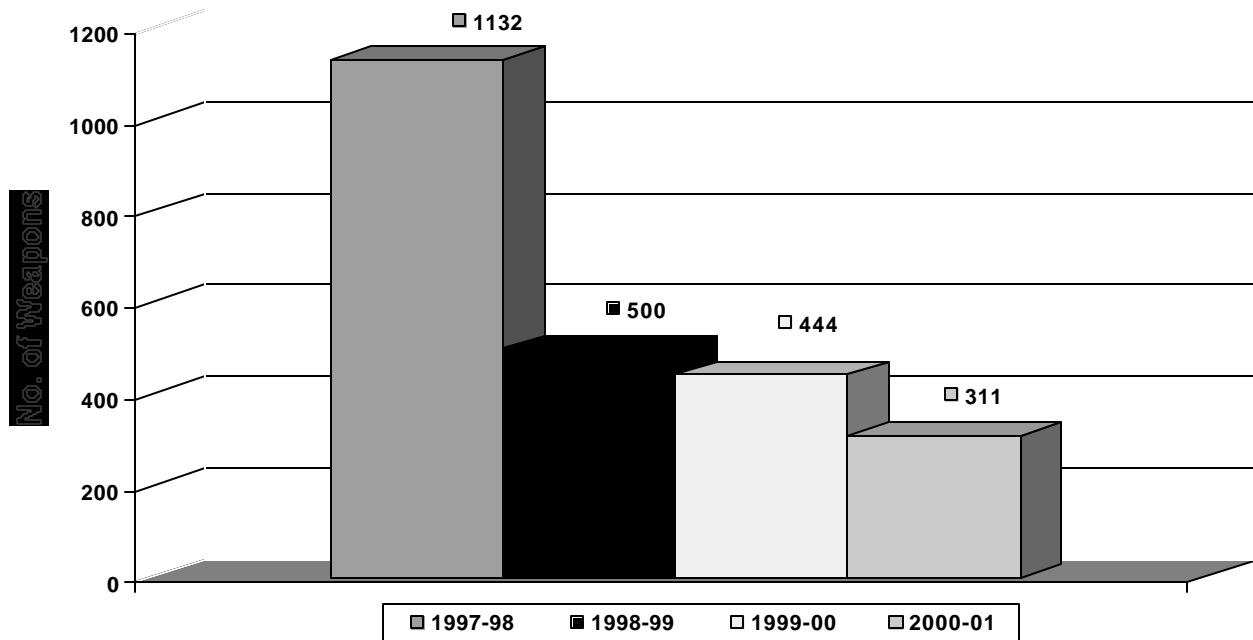
2000-2001 Weapons on School Grounds



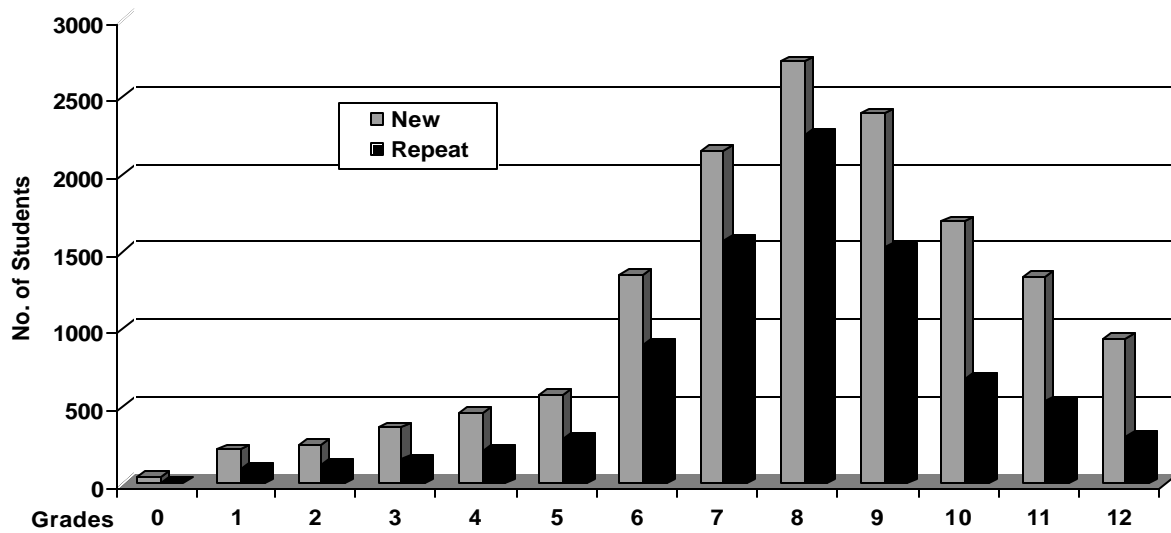
Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Hand Guns	0	0	0	0	0	0	0	3	1	0	0	5	2	11
Rifles	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Other Guns	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Other Weapons	6	3	5	4	5	11	7	10	16	18	10	2	0	97
Knives	4	9	13	11	9	13	21	26	28	22	16	14	11	197
Totals	10	12	18	15	14	24	28	42	45	40	26	22	15	311

Types of Other Weapons:

Toy guns, pellet guns, BB guns, air pistols, nail files, mace, brass knuckles, stink bomb, blow dart, needles/pins, chain, laser pointer, pencils, pens, staple shooter, screw driver, billy club, razor blade, blow dart, spike bracelet, Chinese star, scissors, letter opener and wrench

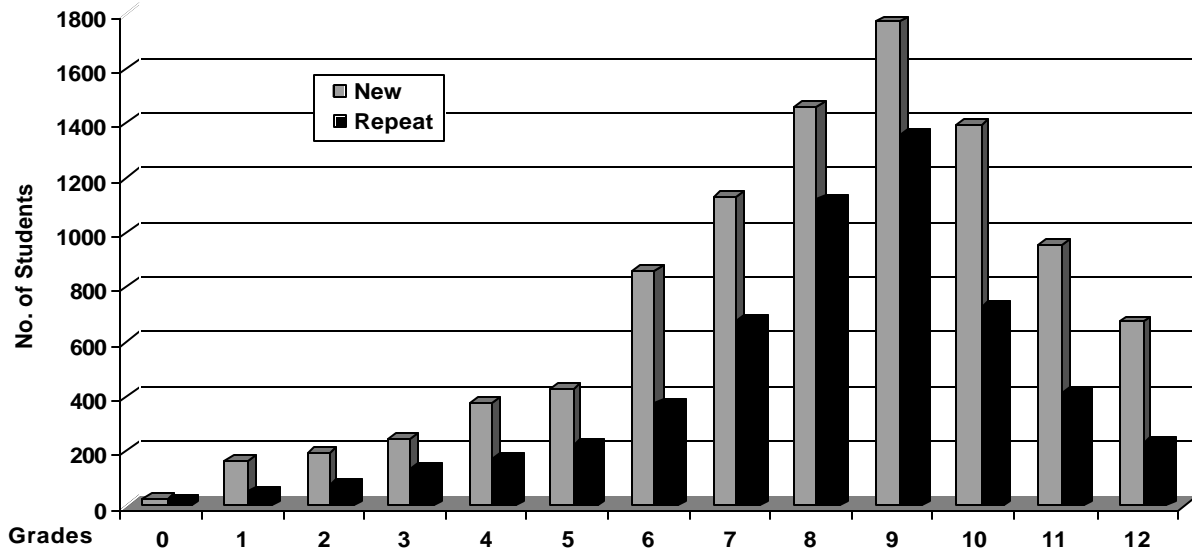


2000-2001 In School Student Suspensions



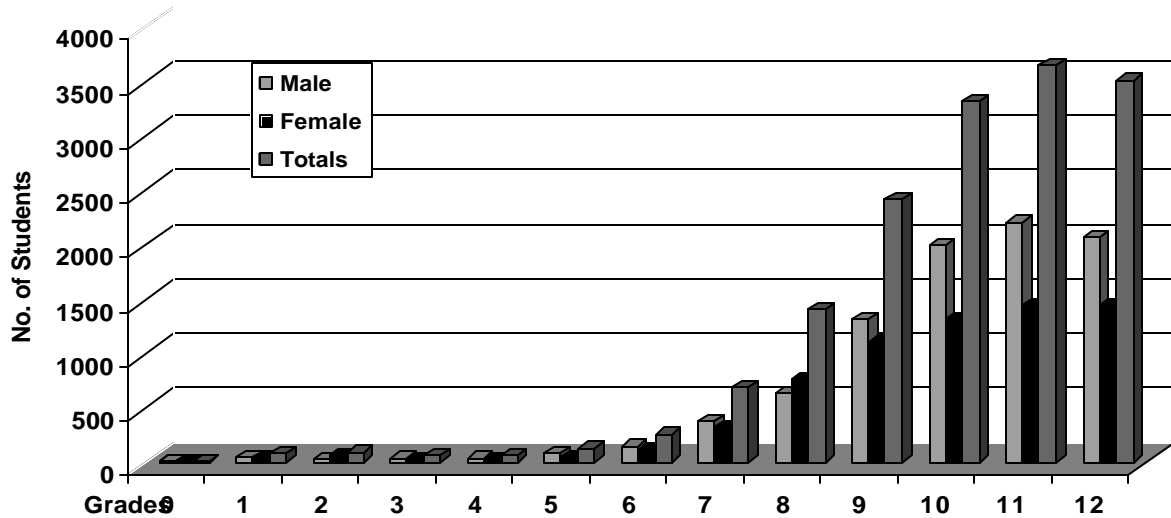
Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
New	44	221	252	362	456	577	1353	2149	2728	2393	1695	1335	935	14500
Repeat	11	100	124	156	211	295	896	1568	2256	1527	679	530	309	8662
Totals	55	321	376	518	667	872	2249	3717	4984	3920	2374	1865	1244	23162

2000-2001 Out of School Student Suspensions



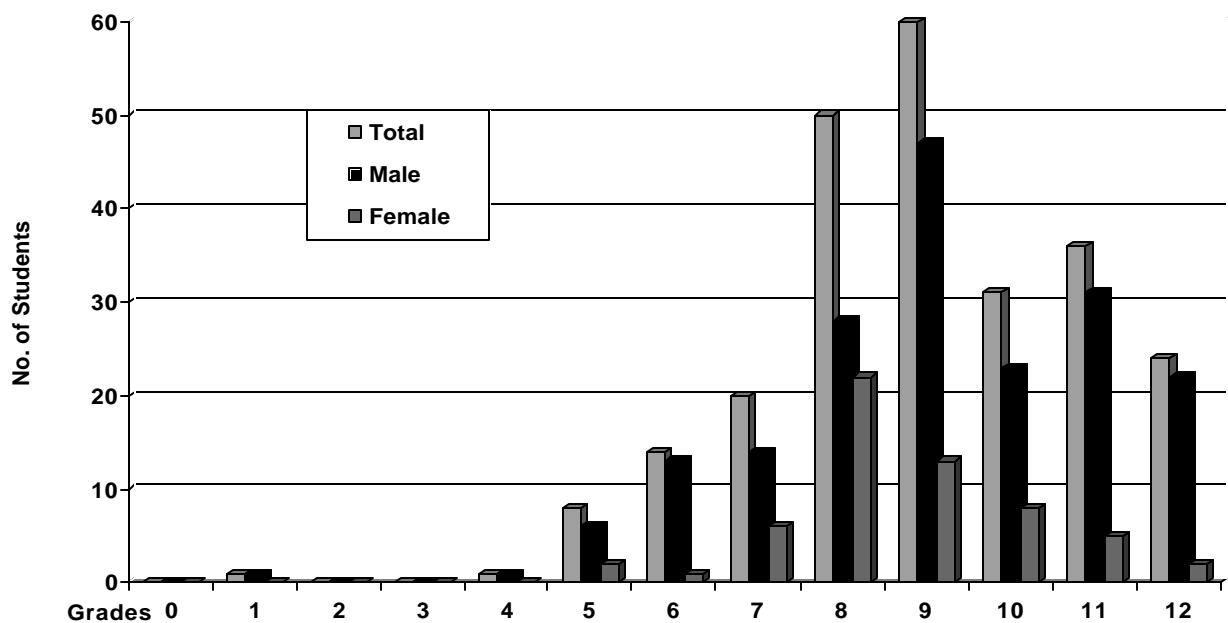
Grade	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
New	28	164	195	244	377	428	859	1130	1457	1771	1393	956	673	9675
Repeat	16	51	75	136	174	224	373	674	1120	1355	729	415	228	5570
Totals	44	215	270	380	551	652	1232	1804	2577	3126	2122	1371	901	15245

2000-2001 Student Truancies



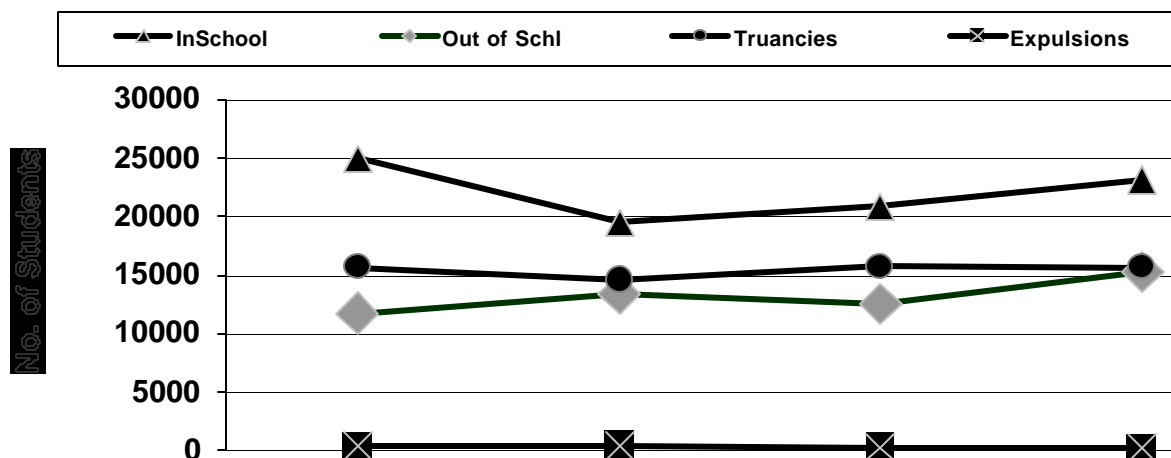
Truancies	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Male	6	46	33	37	37	84	148	374	636	1317	1997	2199	2062	8976
Female	5	39	60	30	30	46	112	320	769	1100	1313	1441	1443	6708
Totals	11	85	93	67	67	130	260	694	1405	2417	3310	3640	3505	15684

2000-2001 Student Expulsions



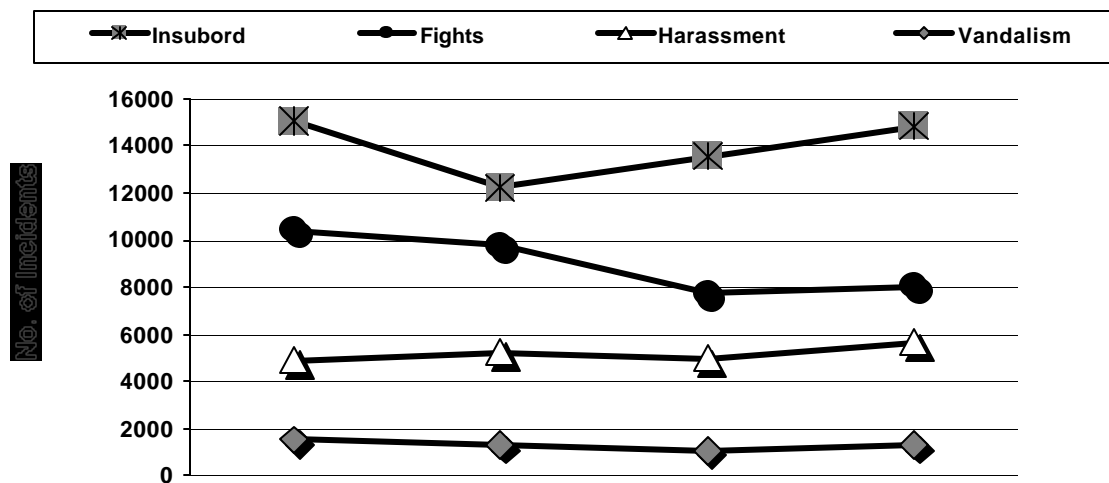
Expulsions	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Male	0	1	0	0	1	6	13	14	28	47	23	31	22	186
Female	0	0	0	0	0	2	1	6	22	13	8	5	2	59
Total	0	1	0	0	1	8	14	20	50	60	31	36	24	245

1997-2001 Comparison of Incidents for In and Out of School Suspensions, Truancies, and Expulsions



School Year	1997-98	1998-99	1999-00	2000-01
InSchool	24972	19494	20846	23162
Out of School	11764	13408	12584	15245
Truancies	15670	14590	15729	15684
Expulsions	406	435	269	245

1997-2001 Comparison of Incidents for Insubordination, Fights, Harassments, & Vandalism



School Year	1997-98	1998-99	1999-00	2000-01
InSubord	15039	12225	13541	14833
Fights	10400	9750	7717	8029
Harassment	4900	5248	4968	5656
Vandalism	1528	1297	1063	1299

INCIDENT REPORT GLOSSARY

Distribution: Includes sale and/or providing alcohol, tobacco or drugs to another while on school campus or at school sponsored activities.

Use: Means use on school campus or at school sponsored activities of alcohol, tobacco or drugs.

Possession: Means drugs, alcohol, or tobacco carried by a student while on the school campus or at school sponsored activities.

Suspensions: Means temporarily suspended from classes and/or school.

New: First offense by student

Repeat: Second/additional offenses by same student

Truancy: Repeatedly violating the attendance regulations established by the School Board.

Expulsion: Expelled from school.

Fighting: Means physical assault directed at another person.

Insubordination: Includes verbal abuse, failure to follow verbal instructions and/or requests.

Harassment: Includes obscene gestures, taunting, and jokes about ethnic heritage, parentage and remarks about physical characteristics.

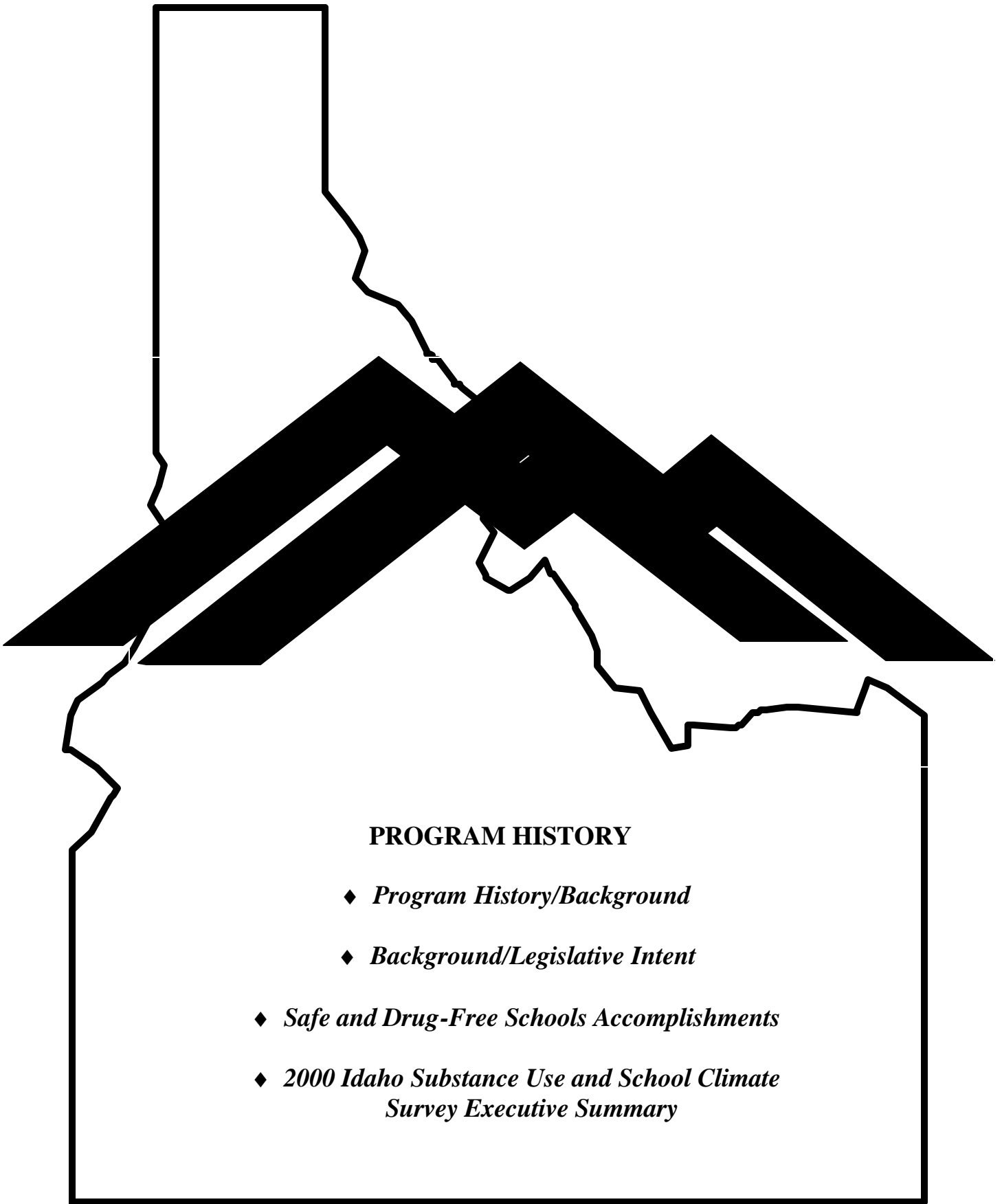
Vandalism: Includes disrespect, destroying, defacing property and/or buildings.

Incidents: All incidents are recorded. Individuals are counted only once even if they are involved in multiple incidents.

Other Guns/Firearms: Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of a rifle, handgun or shotgun; any firearm muffler or firearm silencer. Any destructive device, which includes:

- (a) any explosive, incendiary, or poison gas; 1) bomb; 2) grenade, 3) rocket having a propellant charge of more than four ounces, 4) missile having an explosive or incendiary charge of more than one quarter ounce, 4) mine, 7) or similar device.
- (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
- (c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Other Weapon: Defined according to District policy but generally any deadly/dangerous weapon, or object used for physical assault.



PROGRAM HISTORY

- ◆ *Program History/Background*
- ◆ *Background/Legislative Intent*
- ◆ *Safe and Drug-Free Schools Accomplishments*
- ◆ *2000 Idaho Substance Use and School Climate Survey Executive Summary*

**IDAHO
TOBACCO TAX LEGISLATIVE HISTORY**

- 1994 HB 710aa** Increases tax on cigarettes by \$.10 & increases tax on tobacco products by 5% of wholesale price and distributes revenue to public school income fund to be utilized for substance abuse programs in public school system.
- 1995 HB 142** Specify use of funds generated from imposition of tax on cigarettes and tobacco products, appropriating moneys for public school prevention programs because SDFSCA substance abuse programs threatened by reduction of federal funds. Emergency funding of \$600,000 of accumulated funds from 07/01/94 to 06/30/95 appropriated--50% based on enrollment, 50% distributed on the same basis as Chapter 1 federal funding formula.
- 1995 HB 386** Split the cigarette and tobacco tax revenue -
50% Public School substance abuse prevention programs
50% Department of Juvenile Corrections.
Legislation sunsets 06/30/97
- 1996 HB 718** Provides criminal penalties for persons or anyone on public or private property open to the public being under the unlawful influence of controlled substances.
- Remittance of 50% of moneys collected from 5% tax on tobacco products to be distributed directly to public school income fund. Of that revenue, \$250,000 goes to DLE for drug testing of juveniles, [and to authorize adult drug testing in certain circumstances so long as juvenile tests are not compromised].
- 1996 HB 754** Reasonable Suspicion, Idaho Code 33-210, of students reasonably suspicioned to be in violation of section 37-2732C - provides for parental notification and possible transfer of custodial responsibility of student to DLE from school district.
- 1997 HB 346** Deleted effective date of sunset - made 50/50 split permanent.
- 1997 HB 347** Lottery Winnings. State tax upon prizes over six hundred dollars awarded by the state lottery. The purpose of this act is to provide a source of funds for substance abuse programs in the public schools and for county juvenile probation services. Funds available will be appropriated equally to the public school income fund and county juvenile probation services.
- 1998 HB 720** Amends definition of intervention trained employees of school district and provides immunity from civil liability to employees [and independent contractors) when they identify a student who is under the influence of a controlled substance and custodial responsibility has been transferred to law enforcement.
- 1999 HB 376** Section 2, "There is hereby appropriated and the State Controller is directed to transfer \$200,000 from the General fund for the Public School Educational Support Program for deposit in the Public School Income Fund to be used for the Idaho Safe and Drug-Free Schools Program.
- 1999 SB 1254** State income on lottery winnings, amended section. As amended 63-3067, Idaho Code, to provide a distribution of money remitted pursuant to state income tax withholding on lottery winnings. Effective July 2000.

I. BACKGROUND

The 1994 Idaho legislature passed House Bill 386 enacting a tax on cigarettes and tobacco products. The bill was designed to discourage Idaho youth from the habitual use of tobacco and other drugs by funding substance abuse programs in the public school system through a dedicated account. The original bill did not contain spending authority for distribution of the funds to local schools through the Idaho State Department of Education.

During the 1995 legislative session, spending authority was enacted, and initial funding to local school districts began July 1, 1995. At that time, additional legislation was passed and tobacco tax funds for the next two years were split between the Department of Juvenile Corrections and the Department of Education. Funds not distributed from the first year of the program were added to funds from the split enabling a total appropriation for the public schools substance abuse program of \$7 million.

During the 1997 legislative session, the split was made permanent. "It is the legislature's intent that all the funds designated for appropriation to the public school income fund and for the benefit of county juvenile probation services...be appropriated equally to them in accordance with the formulas therein provided...to address the needs of youth in their communities."

With the permanent split of the tobacco tax and remaining funds from the first year, and its belief in the importance of substance abuse prevention programs and consistency in funding, the 1997 legislature authorized the transfer of \$500,000 from the FY 98 General Fund to the Idaho State Department of Education Tobacco Fund for the 1997-1998 school year to bring the total appropriation to \$7 million. The 1998-1999 tobacco tax appropriation dropped to \$5.5 million, with \$4.5 million from tobacco revenue, \$500,000 from accrued interest and \$500,000 from the lottery tax. No money was received in the public school account from the lottery tax as there was no process to transfer the revenue from the tax commission to the public school account.

The 1999 Legislative Session, House Bill No. 376, Section 1 was enacted. It is legislative intent that whereas Chapter 382, Laws of 1997, provides that income taxes be imposed on lottery prizes received from lottery tickets over \$600 as provided for in Section 67-7439, Idaho Code, and that the intent of Chapter 382, Laws of 1997, was to provide a source of funds for county juvenile probation services and for substance abuse programs in the public schools and because such taxes accrue to the state General Fund and must be appropriated to meet the intent of the act, the following appropriation was authorized.

.....Section 2 "There is hereby appropriated and the State Controller is directed to transfer \$200,000 from the General Fund for the Public School Educational Support Program for deposit in the Public School Income Fund to be used for the Idaho Safe and Drug-Free Schools Program for the period July 1, 1999, through June 30, 2000."

Appropriation for the FY 2001 Idaho Safe and Drug-Free Schools Program was \$4.7 million with \$4.5 million from cigarettes/tobacco tax and \$200,000 from the lottery tax of winnings over \$600.

II. LEGISLATIVE INTENT

Senate Bill 1555 states, "It is legislative intent that the funds for the Idaho Safe and Drug-Free Schools Program referenced in Section 13 of this act shall be distributed as follows: \$100,000 may be utilized by the Superintendent of Public Instruction for program administration, technical assistance and evaluation. Of the remaining amount, ninety five percent (95%) shall be distributed to each school district through a combination of a base amount of \$1,500 and a prorated amount based on the prior year's average daily attendance. Of the remaining five percent (5%) \$80,000 shall be distributed on a one-time yearly basis to the Commission on Hispanic Affairs and used to encourage and direct Hispanic youth away from the habitual use of tobacco, alcohol, and other drugs by developing programs for schools, families and communities, with the remainder used to make discretionary grants as determined by the Safe and Drug-Free Schools and Communities Advisory Board.

"It is legislative intent that the Idaho Substance Abuse Program shall include the following features:

- (1) Districts will develop a policy and plan that will provide a guide for their substance abuse program.
- (2) Districts will have an advisory board to assist each district in making program decisions.
- (3) The district substance abuse programs will be comprehensive to meet all student needs. This includes prevention and student assistance programs that address early identification, referral, and aftercare.
- (4) Districts will submit an annual evaluation of their program to the State Department of Education as to the effectiveness of their program."

III. FUNDING CATEGORIES

A. School District Flow-through

Ninety five percent of the tobacco tax, \$4,120,000 is allocated to the school districts for their prevention programs. The Legislature also directed that \$250,000". . . shall be remitted annually to the Department of Law Enforcement to increase toxicology lab capacity for drug testing of juveniles."

B. Discretionary

Five percent of the school district tobacco tax money, 150,000 (excluding \$80,000 for the Idaho Hispanic Commission,) is designated for non-profit health service agencies as well as for community groups working with public schools to prevent alcohol, tobacco, or drug abuse among students in grades K-12

C. Program Administration

An administrative fund of \$100,000 is provided for program administration, technical assistance, Safe and Drug-Free Schools Advisory Board meetings, onsite visits, travel expense, and statewide surveys.

Safe and Drug-Free Schools Accomplishments During FY 2001

- ❖ *Participated on the Governor's Interagency Substance Abuse Task Force* Collaborative effort by six state interagencies (Department of Transportation, HOW, Adult Corrections, Juvenile Corrections, Educators of Idaho Schools and the Idaho State Police) against substance abuse in the State of Idaho.
- ❖ Annual Statewide Safe and Drug-Free Schools Prevention Coordinators Kickoff, 70 of 114 school districts were represented.
- ❖ Statewide Safe and Drug-Free Schools Advisory Board held three meetings in Boise.
- ❖ Advisory Board members conducted 10 onsite visits to observe district prevention programs.
- ❖ 2000 Substance Use and School Climate Statewide Survey
This biennial student survey was conducted, the results distributed and the complete survey posted on our website.
- ❖ Co-sponsored Idaho Youth Summit VIII, a leadership summit held in Northern and Southeastern Idaho for youth to learn ways to avoid tobacco, alcohol and other drugs, and opportunities for leadership training for youth.
- ❖ Provided regional statewide trainings:
 - Youth Empowering Systems (Y.E.S)
 - ◆ Aggression Replacement (Anger Management)
 - ◆ Building Respectful Schools/Classrooms
 - ◆ Reviving the Wonder
 - ◆ Building Rapport with High Risk Youth
 - Chemical Awareness, Inc.
 - ◆ Beginning Student Assistance Programs
 - ◆ Advanced Student Assistance Programs
 - ◆ Bullies and Victims
 - ◆ Crisis Response
 - Idaho Hispanic Commission – Program to discourage Idaho's Hispanic youth from the habitual use of tobacco, alcohol and other substance abuse.
- ❖ Developed and published *"Harassment on School Campus Manual"* and conducted three-statewide trainings on Bullying and Harassment.
- ❖ Developed and published a booklet *"Linking Prevention Programs with Success."* Over 90 prevention programs from around the state are highlighted. Over 1500 were distributed throughout the state.
- ❖ Constructed a more complete and informative website for Safe and Drug-Free Schools materials to access workshop/training calendars, applications and other published materials.
www.sde.state.id.us/Safe

IDAHO DEPARTMENT OF EDUCATION

IDAHO SCHOOLS SURVEY SHOWS PREVENTION IS WORKING

2000 STATEWIDE SUBSTANCE USE AND SCHOOL CLIMATE SURVEY

Shown below are highlights of the 2000 Substance Use and School Climate Survey conducted by the Northwest Regional Educational Laboratory (NWREL) for the Idaho State Department of Education. The 2000 survey replicated a study conducted in 1996 and 1998 by NWREL, thereby allowing comparisons between data gathered in 1996, 1998 and 2000. The first 1996 survey included only sixth, eighth, and twelfth grade students, the 1998 survey added the tenth grade, and the 2000 survey added the ninth and eleventh grades as well.

From 1996 to 2000, most of the various measures of substance use included in the survey show either a drop in substance use or substance use rates which have remained stable and well below national averages.

Sample Sizes by Grade and Region

Grade	Region I	Region II	Region III	Region IV	Region V	Region VI	Total
6	283	239	240	296	260	195	1513
8	357	393	408	361	271	248	2038
9	301	233	347	262	256	226	1625
10	295	240	249	205	213	247	1449
11	170	226	470	242	223	335	1666
12	229	218	399	237	203	204	1490
Total	1635	1549	2113	1633	1426	1455	9781

ALCOHOL USE:

Idaho students continue to report substantially lower lifetime prevalence rates than the national average. (National data is presented for grades 6, 10 and 12). From 1996 to 2000, prevalence rates in Idaho appear to have dropped, particularly among young students. (The column "Idaho Change" reports the percentage change since the first survey of that grade level.)

Percentage of Students Who Have Ever Tried Alcohol

Grade	National 1996	National 1998	National 2000	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	--	--	--	24.4	18.4	13.9	-10.5
8	55.3	52.5	51.4	49.7	42.2	39.6	-10.1
9	--	--	--	--	--	52.3	--
10	71.8	69.8	71.4	--	62.9	56.9	-6.0
11	--	--	--	--	--	66.8	--
12	79.2	81.4	80.3	67.9	64.6	64.1	-3.5

This comparatively low lifetime prevalence of alcohol use is a very positive result. While lifetime use is not an indicator of current use levels of Idaho's students, the fact that students in Idaho are less likely to even experiment with alcohol is a positive finding. It also indicates that middle school is a time when many students began to try alcohol for the first time. Experts argue for a clear, strong "no use" message for all drugs, including alcohol. Any delay of the first use of alcohol is positive.

TOBACCO USE:

Smoking Tobacco

Reported smoking tobacco prevalence among Idaho teens remains far below national rates. In addition, tobacco smoking rates in Idaho have dropped substantially in the 6th, 8th, and 10th grades.

Percentage of Students Who Have Ever Smoked Tobacco

Grade	National 1996	National 1998	National 2000	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	--	--	--	8.0	5.2	2.9	-5.1
8	49.2	45.7	40.5	28.7	21.2	17.3	-11.4
9	--	--	--	--	--	27.1	--
10	61.2	57.7	55.1	-	40.6	30.9	-9.7
11	--	--	--	--	--	42.8	--
12	63.5	65.3	62.5	48.1	42.0	43.6	-4.5

Smokeless Tobacco

Reported smokeless tobacco use prevalence among Idaho teens also remains far below national rates. Furthermore, use of smokeless tobacco appears to have dropped since 1996, since estimates at all grade levels are lower this year than in 1996.

Percentage of Students Who Have Ever Tried Smokeless Tobacco

Grade	National 1996	National 1998	National 2000	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	-	-	--	3.3	1.8	2.1	-1.2
8	20.4	15.0	12.8	8.8	5.5	4.7	-4.1
9	-	-	--	--	--	8.8	--
10	27.4	22.7	19.1	--	13.3	11.3	-2.0
11	-	-	--	--	--	17.3	--
12	29.8	26.2	23.1	21.5	17.2	16.1	-5.4

DRUG USE:

Idaho students report substantially lower lifetime prevalence of drug use than national samples. Tenth grade students in Idaho in 2000 reported markedly lower rates of drug use than did Idaho tenth graders in 1998.

Percentage of Students Who Have Ever Used Any Drug

Grade	National 1996	National 1998	National 2000	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	--	--	--	7.6	5.6	5.7	-1.9
8	31.2	29.0	26.8	25.5	18.0	17.3	-8.2
9	--	--	--	--	--	25.0	--
10	45.4	44.9	45.6	--	36.7	28.1	-8.6
11	--	--	--	--	--	35.6	--
12	50.8	54.1	54.0	37.6	36.2	35.3	-2.3

Marijuana:

Idaho students reported lower lifetime prevalence rates of marijuana use than do national samples. Since 1996, marijuana prevalence rates of Idaho 8th graders has dropped significantly. Idaho 6th and 12th graders also reported lower lifetime prevalence.

Percentage of Students Who Ever Use Marijuana or Hashish

Grade	National 1996	National 1998	National 2000	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	--	--	--	2.1	1.6	1.6	-0.5
8	23.1	22.2	20.3	14.7	10.9	10.2	-4.5
9	--	--	--	--	--	19.1	--
10	39.8	39.6	40.3	--	31.2	23.6	-6.9
11	--	--	--	--	--	31.8	--
12	44.9	49.1	48.8	33.4	31.2	32.0	-1.4

Methamphetamines:

Idaho 8th graders reported a significantly lower level of use in 2000 than in 1996. Students in regions I and VI were more likely to report having tried methamphetamines than were students in the other regions. (Because of wording differences, comparable national data was not available for this question.)

Percentage of Students Who Ever Used Methamphetamines

Grade	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	0.7	0.5	0.9	+0.2
8	4.4	2.7	2.9	-1.5
9	--	--	4.3	--
10	--	7.8	6.9	-0.9
11	--	--	6.0	--
12	10.4	8.2	8.6	-1.8

Inhalants:

Although inhalant consumption affected only between four and 12 percent of students, it was the most commonly reported drug use among sixth grade students. Compared to 1996, the use of inhalants by sixth and especially by eighth grade students has declined, although there was little, if any, real change since 1998.

Percentage of Students Who Ever Use Inhaled Substances

Grade	National 1996	National 1998	National 2000	Idaho 1996	Idaho 1998	Idaho 2000	Idaho Change
6	--	--	--	5.7	4.1	4.4	-1.3
8	21.0	20.5	17.9	16.0	10.2	9.7	-6.3
9	--	--	--	--	--	9.6	--
10	19.3	18.3	16.6	--	10.7	11.6	+0.9
11	--	--	--	--	--	7.4	--
12	16.6	15.2	14.2	10.0	7.1	7.5	-2.5

Student Attitudes toward Alcohol and Drug Education

About half of all students reported that school had been their primary source of information about the dangers of drugs and drinking. Students indicated that they believed that alcohol and drug education should begin in elementary school. Thirty-five percent of twelfth grade students felt that it should begin by third grade, or earlier, while 30 percent felt that fourth or fifth grade was an appropriate time.

Parental Supervision and Student Drug Use

As in 1998, there was again a strong relationship between the level of parental supervision and the level of student drug use. Students who reported low supervision by their parents were much more likely to report low, moderate, and high levels of drug use, compared to students who were highly supervised.

A final document detailing the statewide results of the entire survey will be available in the near future on our web site: www.sde.state.id.us/Safe.

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Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle WA 98174-1099, (206) 220-7880; FAX (206) 220-7887.



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